Music festival diary

"Are you for the festival too?" said the lady in hotel reception. "We've got a recorder group staying here." They had too. Fourteen nine-year-olds, five mums and a headmaster from St Oswald's Roman Catholic Primary School, Gateshead, all in Croydon for the 1978 National Festival of Music for Youth. Just before dinner they came rolling back from a sightseeing trip to the West End and after dinner they practised in the garden. *Country Gardens*, they played, and Webbe's *Glorious Apollo*, quite ravishingly in the summer evening, wearing Kiss Me Quick hats and John Travolta badges. Their headmaster and teacher was John Mallan, a gentle, unassuming man, an organist and a member of the mighty Felling Male Voice Choir. Twice before his group had auditioned for the festival and this time they had made it.

By that Saturday evening I had already had a magnificent day in the Fairfield Halls. "Every year the standard gets higher", everyone kept saying until it almost became a *cliché*. The highest superlatives of all were expended on the chamber music groups. "Excellence by any standards", said one adjudicator. "Those groups could play anywhere."

Before the class started I talked to the Honley High School group—Jane Mountfield, clarinet, John Belk, piano and David Newby, cello. Honley? "It's near Huddersfield. A nice enough place, but you can't get music copies very easily. This came from Wakefield library and it's due back on—oh dear—October 29, 1977." Jane had flown back from an Italian holiday to play, helped by a travel subsidy from the festival. However, she clearly had everything well in hand. "I'm the boss", she said with a smile, and the two boys sagely nodded agreement. They played some Beethoven, but won no award. Neither, though, did they lose, because at this festival nobody does. There are no marks or positions. "If we had them", said Larry Westland the festival director, "lots of teachers would lose interest. Certainly we would have no infant school entries."

There are, though, some awards and commendations, presented by individual firms within the music industry, and awarded at the discretion of the adjudicators. The result is that the festival is quite magically both competitive and non-competitive, the fine balance being maintained and reinforced by sensitive and wise adjudication. Jane Mountfield and her friends were quite happy when I saw them afterwards. Maybe they should have played something else—the Brahms with which they did so well in the auditions? Still, it was all good fun.

So, too, thought the boys and girls from the orchestra of Harris Academy, Dundee, who had travelled for 11 hours on a coach to get to Croydon. "And I never saw Spaghetti Junction", said Lindsey Stewart. Their conductor's glasses flew off in the coda of Mendelssohn's *War March of the Priests*. "Usually it's his baton just missing Morag."

"Remember you're an ambassador for your country", said Lindsey, afraid I might not appreciate horn player Colin McKay's sense of humour. ("Colin *Angus* McKay, please.") She need not have worried. They did themselves and their country great credit.

On Sunday morning John Mallan's children left their funny hats behind and went off to Mass. I went to hear the wind bands, including a superlative performance from the home team, Croydon Schools Centre for Wind Players. Later I saw the St Oswald's children looking razor sharp in their uniforms (not MCC ties, surely?) and sitting in a group round their rather anxious headmaster.

At lunch the adjudicators agreed once again that the standard was very high. "Lots of friendly disagreement between us", said Malcolm Binney, "it shows that something special is happening. The festival is really bubbling this year."

Outside the lunch room the public spaces and the restaurant were filled with recorder players. "Hands up for sausage and chips", called Doris Hardy, marshalling her young players from Leeds, and her husband added the fail safe formula known to every teacher. "Who has not put their hand up at all?"

In the Arnhem gallery the girls of Coed Eva Infants' School, Gwent, were holding their skirts high and smoothing their petticoats, while the boys recounted their unsuccessful attempt to capture some of the goldfish in the ornamental pond.

Then, in the main hall, the recorder groups started to come on, 13 in all, 55 players in the biggest, three in the smallest. The recorder, of course, has been a potent force in schools' music since it was revived at the turn of the century. The trouble is that it is sometimes played badly. Worse, there are teachers who are unaware of how it should sound. They should have been there. As adjudicator Richard Coles said, we heard no ear-splitting overblowing, and the intonation—the Achilles heel of school recorder groups—was exemplary in just about every case. Three young ladies from Chelmer High School gave a totally professional rendering of Britten's *Alpine Suite* and deservedly took the top award. The infants from Coed Eva got a commendation for their effort.

What were you doing at six and a half. Were you standing on the public stage playing the second descant part of Haydn's *Serenade?* Then, to the joy of the mums from Gateshead the St Oswald's group was given a commendation too. "We're pleased for Mr Mallan," said one of them, and indeed his quiet but intense delight was something to share.

Here I am, then, intoxicated not just with good music but with the experience of meeting and mixing with so many lovely folk. Does music make them thus, or is it that only nice people take to music?

Larry Westland thinks the former, and points to various tough comprehensive schools which have responded to the civilizing influence of an influential musical group. Whatever the reason, the boys and girls were smashing to talk to. Liane Farthing, Gillian Price and Elizabeth Fishon, for example, back desk players in Alan Good's 120 strong orchestra from Dwr-y-Felin School, Neath. He must have had nearly one tenth of his school's population on the stage, playing *Finlandia*. My three friends have only been playing since September, but judicious editing of their parts by the conductor gave them the opportunity to join in. They were all quite sold on Mr Good. "He called my name out at a concert once", said Gillian, and flushed at the memory of it.

This, of course, is a major part of the formula for a successful school group—a tireless, dedicated, caring teacher who commands support from pupils, parents and colleagues alike. The kind of men and women who do our profession proud and before whom all our critics should be made to kneel.

I met so many of them last weekend. People like Eric Todd of Egglescliffe School, Teesside, who runs brass band practice every morning at 8.30 am. They had a good time with the brass bands on Saturday morning, although we all felt sorry for percussionist Colin Britton who got up on the stage only to find that he had lost his triangle beater. It turned up later hanging on the sleeve of his cardigan, but by that time Gregson's *Voices of Youth* had passed triangleless into history. Colin did not look too downcast.

Then there was Reg Chapple of Murdon Bridge Middle School, Whitley Bay. His recorder consort played—as such a small group should—conductorless, while he sat in the stalls willing them on. When I saw him he was out of breath. "I played every note with them!" he said. For him the day was made before he heard any results. "All I wanted was for them to go up there and play well. If we get nothing, great, we've done our best."

"There are still schools which have never heard of the Festival", said the director.

Well, let me spell it out for them. It is the National Festival of Music for Youth, sponsored by the Association of Musical Instrument Industries, the Electronic Organ Distributors Association, the F Manufacturers Association and the *Times Educational Supplement*. If you have a good musical group watch out for the details—ask your music adviser for them. If you do not have a group, then start one, and in the meantime visit the festival next year to see the standard. If you do get to bring a group to the festival, they may win an award. They may even get picked for the Schools Prom, but if not, it does not matter in the least. and Doris Hardy, of the South Junior Music Centre went away empty handed, but Haydn, over me in the foyer radiated enthusiasm in every direction. did their best else. It's been a marvellous do!

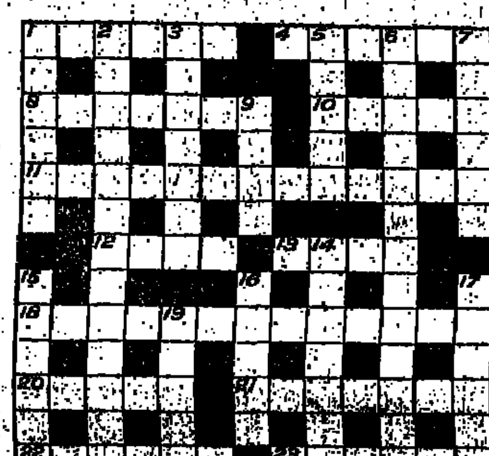
Gerald Haigh

The author is head of Henry Bellairs Middle School, Bedworth, Warwickshire.

Next week

No jobs for the boys! Kanta Walker reports from an inner-city youth club much used by unemployed Asian boys.

Crossword No 1,142



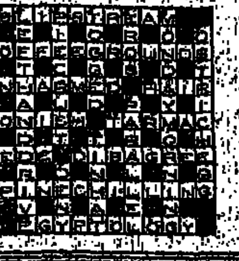
Across

1 You may get knocked about if you eat here (6).
4 When factory fresh do a clean job (6).
8 No ridge must be disregarded (7).
10 Bar for the typist in this day and age (5).
11 Celestial caretakers (6, 5).
12, 13 Has the old man given up his scythe for an explosive? (4, 4).
18 Bulbs in sorry plight in the briny (7, 6).
20 Several ways to go to sea (5).
21 A theorem is educationally involved (7).
22 On the beat at the discotheque (6).
23 Peacock loan to jackdaw (6).

Down

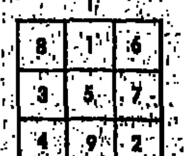
1 Arnhem's just too far (6).
2 Whimsical friend and supporter (13).
3 It needs more, lad (7).
5 Initially concerned for your safety (5).
6 Flower of the Royal Dutch Line? (6, 7).
7 Nothing magic about these hours on duty (6).
9 Visit to pinewood may lead to successful transaction (4).
14 In a word, fruit of vine and produce of bees (7).
15 Probably a flycatcher (6).
16 Goldsmith, said Johnson, did nothing that he not —— (5).
17 Sotto voce lines in seaside shows (6).
19 Restraint for a rover (6).

Solution to Puzzle No 1,141

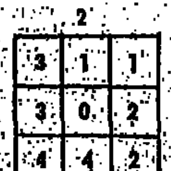


Maths teasers

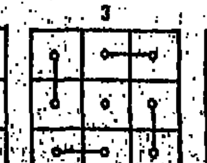
1



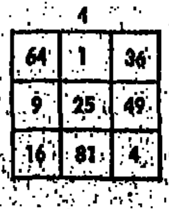
2



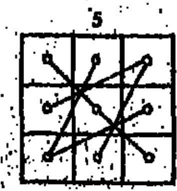
3



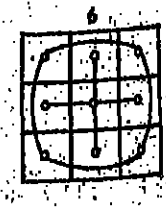
4



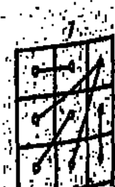
5



6



7



MAGIC SQUARE PATTERNS. The original Chinese Magic Square, made with the numbers from 1 to 9, is shown in Figure 1. The sum of the three numbers in each row, column and diagonal is 15. Figure 2 shows the remainders after the number in each cell has been divided by 5. This is not a Magic Square, but the sum of each pair of numbers on either side of the central zero is 5, and there are four pairs of equal numbers that form the pattern in Figure 3 when the cells with the same number are joined by straight lines.

If the number in each cell is divided by 2, the remainder in each corner cell is zero, and in each other cell the remainder is 1, so forming the pattern shown in Figure 6.

Problem 1. Find the patterns made by the remainders after division (i) by 3, (ii) by 4, (iii) by 11.

Problem 2. The squares of the numbers in each cell are shown in Figure 4. Find the patterns formed by the remainders after division by (i) 3, (ii) 4, (iii) 5, (iv) 6, (v) 7, (vi) 8, (vii) 9, (viii) 10. Some possible patterns are shown in Figures 5, 6 and 7.

Problem 3. Find the remainder patterns of each number in Figure 1; then find the remainder patterns as in Problem 2.

Problem 4. Find the fourth power of each number in Figure 1, then find the remainder patterns as in Problem 2.

Problem 5. Find the fifth powers of each number in Figure 1, and then find the remainder patterns as in Problem 2.

D. B. Eperson

SOLUTION

Magic square patterns.—Patterns with symmetry or rotational symmetry are produced in nearly every case. The exceptions occur when the divisor is and when the cubes are divided by the remainders are the numbers from 1 to 5 differently arranged; they do not form a magic square, but there are sequences in each diagonal and in the central row and middle column. The fifth powers do not produce a pattern when divided by 9, and when divided by 10 the original Chinese magic square appears.

We can learn some facts about powers of numbers from these patterns: (i) all odd square numbers are 1 more than a multiple of 4; (ii) all cubic numbers are multiples of 7, or one more or one less than a multiple of 7; (iii) all fourth power numbers are of the form 5m or 5m+1, and of the form 8m or 8m+1; (iv) each fifth power number has the same units digit as the original number; (v) from Figure 4, we see that $1^2+6^2+8^2=2^2+4^2+9^2=101=1^2+10^2$ and $3^2+4^2+8^2=2^2+6^2+7^2=89=5^2+8^2$.

© TIMES NEWSPAPERS LIMITED, 1978. Printed and Published by Times Newspapers Limited

---

THE TIMES
Educational Supplement
FRIDAY JULY 28 1978 NUMBER 3290 FIRST PUBLISHED 1910 PRICE 20p

DES to urge schools: get round the table with industry

by Lucy Hodges

Before the end of this month Mrs Shirley Williams, the Education Secretary, is likely to urge local authorities to set up school-industry committees.

This will be one of the first concrete proposals to come out of the Great Debate on education and will probably be the last one before October, the date of a possible election. Mrs Williams has rushed out a draft letter to chief education officers and there is believed to be considerable ministerial pressure for the distribution to coincide with the end of this parliamentary session.

The document ties up one of the main themes of the Prime Minister's speech at Ruskin College 18 months ago—the relationship between school and working life—and suggests that the Department of Education and Science may be trying to seize the initiative in this area.

Institutions such as the Confederation of British Industry, the Schools Council and the Department of Industry have been busy with projects for improving school-industry links, and at election time the Government may want to show that the DES has not been idle.

A draft letter to CEOs was written in June and the finished product is expected soon. The draft asks councils to set up committees to look at such questions as local work experience schemes; opportunities for teachers to learn about industry; ways in which schools and industry can better understand one another; ways in which the qualities needed at work can be developed; and ways to promote interest in wealth-producing industry.

The draft letter has not met with universal approval. Although the National Union of Teachers is pleased, local authorities have been offended by the implication that they were neglecting school-industry liaison. Many councils already have such committees and some have also appointed liaison officers.

The school-industry committees should have an office in the education department or in a school or college, and could develop as a resource and information centre, says the DES. L.e.a.s would appoint chairmen and members from schools, further education, employers, trade unions, voluntary organizations, the careers service and the Manpower Services Commission.

The letter emphasizes that the committees should not just consider science and technology but look at wider issues "if the liaison committee is to become a focus for general school-industry information and activity."

Shirley's Chinese takeaway: Mrs Williams, Education Secretary, exchanges gifts with Mr Fang Yi, Chinese vice premier, before rushing home for a Commons vote. Report, page 3. Day in the life of a Chinese school, page 8.

Mixed ability missiles

HM Inspectors' serious and provocative discussion document on mixed ability work in comprehensives (page 5) is also highly explosive material for political warfare. So before the Red Alert goes out and the missiles are launched, it is important to proclaim some of its findings and limitations.

First, the most surprising thing it reveals is just how limited the spread of mixed ability has been. The inspectors use a fairly liberal definition of mixed ability: schools where most of the curriculum (not more than two subjects excluded) is taught in groups with a wide ability spread.

Even so, they estimate that only two per cent of 11/12 to 16/18 comprehensives go in for mixed ability teaching for five years; a further nine per cent do it for the first three years; another 12 per cent for the first two years, and only another 12 per cent teach first years in mainly mixed ability groups.

Second, their criticisms do not necessarily only apply to schools that have taken the plunge on mixed ability. Failures to set clear objectives, to plan individual courses to meet them, and to evaluate results, are hardly the monopoly of schools that go in for mixed ability.

It is worth remembering that the HMIs' paper on gifted children last summer concluded that the needs of the most able were often ignored even in "jet sets" and "express streams" and that—given proper attention and appropriate books—they could do well in mixed ability groups.

Third, the inspectors report that the social objectives of mixed ability — making the less able feel valued, reducing discipline problems and so on—are by and large well served in mixed ability groups.

Although the unstated implication of this document (at least for a non-professional audience) is that it is possible to compare the results of mixed ability and ability grouping. The HMIs base their conclusions on detailed investigations of the results of mixed ability in a few schools, set against their general impressions and intuitions about what results might have been in streamed groups.

Yet most experienced investigators would consider that the ranges of schools, teachers, classes, families and neighbourhoods on the one hand, and the range of systems of streaming, setting, banding and mixing on the other, make any direct comparisons impossible. And even when they deal with one specific outcome—exam results—the HMIs conclude that there is no sensible way of trying to compare results.

All that said, the plight of able children in many mixed-ability classes is a matter for urgent attention. Many schools and authorities already have this issue—together with more general ones about assessment—high on their agendas. For them, the inspectors' document should become a major focus for discussion and improvement. For the rest, the sooner the topic, and this document, gets on the agenda the better.

The HMIs produce plenty of pointers on how to ensure that discussion leads to action. They show that mixed ability is successful where the teachers involved choose to do it and have clear objectives, where it is properly planned and regularly assessed, and where conventional timetables and teaching arrangements are altered to fit it.

They show up the failure of many local authority advisory services to provide back-up for schools who want to try mixed ability. They point to the alarming scarcity of books and resources provided in many schools and the sad waste of effort that goes into the production of worksheets whose standards of both production and content are very low.

There is enormous scope here for school-based in-service training, where specific needs of teachers and children can be discussed, and the actual work of children assessed. And the report has important implications for the training of heads and senior teachers.

Mrs Shirley Williams, in her introduction to the comprehensive conference papers published this week, asked that we should stop pulling young comprehensive plants up to examine their roots. But it is part of the HMI's job to be critical (the fact that they fell down on this job, at least in public, for several years adds to the explosive political impact of these new-style reports).

This critical diagnosis of the health of mixed ability teaching (which many experienced teachers would consider central to the development of the comprehensive plant) must be taken extremely seriously. But the HMIs do not entirely condemn the young growth: where the plant has been properly staked out and tended, it flourishes.

Their message on mixed ability to teachers seems to be "If in doubt, don't". But teachers who are in doubt should remember that there is still a solid bundle of hard evidence to come on how mixed ability works in practice.

The major NFER project, based on the opinions of teachers and detailed observation of their work in practice, is due to be published in two parts, one at the end of the year, the second next summer. And the evidence will specifically deal with many of the major areas of concern—organization, assessment, able children—pinpointed by the HMIs.

No comment

Absence note to a Cheshire teacher: "It was necessary for Sonia to be home, the circumstances being she was trying to accomplish her mare being covered by a stallion. There were enormous technological problems."

This week

See no evil . . .
The row over Linden Lodge school for the blind continues amid allegations of unnecessary secrecy page 4

YOP mix fix
The Youth Opportunities Programme looks like meeting its numbers target but not its priorities. The programme will go into full-scale operation in September without enough places for the less able page 6

Trade unions
Are the trade unions too powerful? As both academic and popular opinion sways this way and that, David Marsh looks at some recent studies of industry and industrial relations page 17

Caught in a trap
Asian boys face conflicting pressures from family and the world outside. Kanta Walker reports from an inner-city youth club page 14

Communism
Tony Howarth reviews Roger Graef's three-part television examination of the political mechanics at King Street page 47

Leaders, 2; School to work, 6; foreign news, 9; letters, 10, 11; sport, 12; features, secondary moderns, Asian youth, 13-15; books, anthropology, education, history, literature, children's literature, classics, 17-20; resources, 21, 22; Talkback, commerce, forest education, mature students, community service, 23; Arts reviews, Open air theatre at Cardiff, end-of-term drama, London theatre, Blacks Brittanica, 46, 47; Break, bridge, crossword, 48.

Classified ad index page 24

TIMES PAST
THE TIMES
EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Oakes in autumn

Two dates have mattered since the Oakes report on the management and financing of public sector higher education was published in March. June was the month by which all who were sufficiently concerned were asked to let Mr Oakes know what they thought of his committee's recommendations. October was widely expected to be the month when the country would decide if it wanted Mr Oakes and the Government he represents to continue in office and give the proposed reforms a chance to become reality.

Pushing the deadline back a little *to suit* their convenience both county and metropolitan authorities have now indicated their feelings about the controversial recommendation to create a national body which would replace present local autonomies. This body would be 85 per cent responsible for funding the colleges leaving only 15 per cent to be found directly by local authorities.

For once the line-up is not simply Left versus Right. Labour-controlled authorities predictably supporting the proposals find they have allies in the Conservative shires who fear the expense of the alternative scheme of recoupment favoured by Conservatives in urban areas.

The alliance was sufficient to send out a pro-Oakes voice from the Council of Local Education Authorities conference last week.

A Labour victory in an October election would reinforce the Government intention to introduce a Bill incorporating the Oakes proposals. Even if the election were delayed until next spring an autumn Bill can be expected with the confidence that any legislation it introduced would not be unscrambled by an incoming Tory government. The party, divided over this issue as over other areas of education, simply lacks the necessary resolution of purpose to do this.

True in *The Right Approach* a reorganization of the financing and management of this sector was called for. But while local control is favoured at local level, the party spokesman on higher education, Dr Keith Hampson, has stood out clearly for a national body similar to the University Grants Committee. Mrs Thatcher, on the other hand, is hard to convince on the need for structural change or well-funded national organizations.

Who does the weeding?

It has taken nearly a year of gentle persuasion behind the scenes but the unwritten taboo seems to be broken at last: it is now frequently acknowledged in public that teachers themselves are a mixed ability group and that something needs to be done about the low achievers among them. That is a necessary preliminary to action.

The DES took a lead in chapter six of the Green Paper with a call to the local authorities and teacher unions to get together on standard procedures to assess teachers' performance and, where all else failed, to dismiss the incompetent. It was a subject that both sides were understandably reluctant to tackle, although a poor teacher can cause serious difficulties for colleagues as well as for pupils, but now at last ideas are being discussed at conferences and meetings.

This week it was Mr David Bethel, director of Leicester Polytechnic, who suggested to the Professional Association of Teachers a system of five-year licences, renewable only if the teacher met basic criteria.

The other day it was Conservative spokesman Mr Norman St John-Stevas, who canvassed the now familiar hope that a General Teaching Council might weed out the small number of "weary and incompetent".

The NAS/UWT also favours the idea of giving the weeding out job to a General Teaching Council, on the grounds that unions would find it easier to take part in professional judgments on colleagues if not forced into the position of defending members against management. All the evidence suggests, however, that such a council would probably only be involved in the extreme disciplinary cases usually handled at Elizabeth House. The General Medical Council, for example, is more noted for exclusions for criminal or sexual misbehaviour than for dealing with professional incompetence.

The DES thinking on such a system can be deduced from two identical passages in recent speeches by Mrs Shirley Williams, the Education Secretary, and Sir James Hamilton, the Permanent Secretary. Both commended to teachers the system of annual formal assessment accepted in the armed forces, companies and the Civil Service (including, of course, the DES [illegible] and the inspectorate).

Such assessment would include heads as well as other ranks; appointments, counselling, in-service training and promotion could all be tied in, which may well seem a more equitable professional process to many than some of the present [illegible] miss systems tied to personal [illegible] ments.

Would assessment cut [illegible] the present cumbersome [illegible] procedures hedged around by [illegible] ployment legislation and [illegible] agreements? Evidence of [illegible] works in some local authorities, the outside world already [illegible] Mrs Williams and Sir James Ha[illegible] ton have pointed out, and the [illegible] is quite keen to fund any [illegible] that will analyse good practice.

How should our education system adjust to the massive changes the micro-computer revolution will bring? Jack Cross examines the Think Tank's likely advice to the Prime Minister

When the chips are down

During the summer recess Mr Callaghan and his Cabinet colleagues will be engaged in reading science fiction, or something uncommonly like it. The third working party set up by ACARD (Advisory Council on Applied Research and Development) to advise upon the probable impact of the microelectronic revolution handed the Prime Minister its report last week. It will be published in September.

One of the earlier reports examined ways in which computer power [illegible] harnessed in order to update British industry. The second group's terms of reference were wider, to suggest how industry can be helped to exploit more quickly scientific discoveries in general. The third report, which is the responsibility of the Central Policy Review Staff, may cause some Ministers, perhaps preoccupied with short-term election tactics, to suffer from what Alvin Toffler has called "future shock".

The "Think Tank's" brief was no simple one.

The possible effects on human beings, and their life-styles are almost literally unpredictable. Yet it is the social, employment and educational changes ahead which the Review Staff have been commissioned to chart.

Computer science is not the only field in which technological developments have come at an exponential rate but the silicon wafer seems to have made a particularly sudden and dramatic entrance on the world's stage. All at once, as the headlines say, it is "chips with everything".

First responses, like those set out in the influential paper by Colin Hines[1], tended to emphasize its power to create mass unemployment. Authoritative Cambridge studies have predicted that five million people may be out of work before the end of the 1980s.

This is only the beginning of the story. Professors John Ashworth, of Essex (and the review staff), Christopher Freeman, of Sussex and Tom Stonier, of Bradford, have taken the lead in tracing the lineaments of the emerging post-industrial society. There is, therefore, a fair amount of evidence.

The fact that for the remainder of this century the micro-computer industry is going to be of supreme importance to all nations in the developed (and developing) world and the fact that insolvency threatens any country which ignores this, offer a threat, a challenge or a promise.

The electronic era could assist the birth of a new Athenian Age, supported not by human slaves but by machines. Almost for the first time, machines can be constructed to fit human needs; up to now we have been in the habit of manipulating people to fit the requirements of mechanisms, on the production line, at the coal-face, in the typing pool. It could also introduce a period of unprecedented stress as populations strive to adjust their societies to meet new situations.

Some of these adjustments are already the subject of public debate; they may be palliatives though, possibly, very necessary ones in the very near future. They include "work-sharing" schemes, shorter working weeks and days, longer holidays, workers' sabbaticals and early retirement, all for the purpose of sharing out a reduced number of jobs. More significant may be changing goals of work; when machines can make the things we need, people can concentrate on looking after each other. Most predictions include increased expenditure on health, social welfare, entertainment and education, to be paid for, it is hoped, by the sale of the products of high-technology industry. There should still be scope for private enterprise and imagination.

> 'Schools should be the first place where the electronic revolution is taken for granted'

Rapid technological change breeds new industries, creates new needs, demands new skills. Individuals will have to be prepared to change careers in mid-stream, to re-enter the educational system to keep up-to-date and to obtain new qualifications, and they will expect to be paid for doing so. Recurrent education must become available to all people able to take advantage of it.

Such structural changes will be merely superficial if the content of education remains much the same; we can be pretty sure that the Think Tank report for ACARD will have something to say about the curriculum and the attitudes our schools attempt to inculcate in preparing pupils to meet the needs of the twenty-first century which, in all but chronological terms, is close upon us.

What are the technocratic priorities likely to be? What changes in educational practice would the professional prophets like to see?

● The puritan work-ethic will no longer be appropriate for life or for school. The idea of work may be satisfying, interesting or merely financially rewarding; when there is not enough to go round it can no longer be seen as an end in itself. Schools must no longer be considered places which prepare a person for a job or career which will occupy him for 40 hours a week, 40 years of his life. Work-roles should no longer define people. The Schools Council Careers Project expresses this change of emphasis. "Careers guidance no longer consists of slotting people into jobs", said the chairman of its Consultative Committee, Geoffrey Cooksey, "We wished to convey to school-leavers a sense of the values of work, leisure, continuing education, of personal development within a changing society; we had to encourage discussion of responses to unemployment too."

● The most important educational functions will be those carried out on the interface between machine and human activity. Pupils must become familiar with the full range of capabilities of computer-chip technology. Infants should handle calculators, older pupils be adept in using video-units, teaching programmes, word processors, computerized memory and control. School should be the first place where the electronic revolution is taken for granted.

● Much of this kind of learning may take the form of games-playing. To most people in this country the only available electronic toys are those which use a television set to enable one to play pale imitations of ball games. In the USA there are cheap modules which cover all levels of learning skills, from spelling to advanced mathematics; American adolescents can fight and refight *Star Wars* using the kind of apparatus normally associated with fairly sophisticated psychology laboratories.

● The special abilities of talented pupils must be recognized and encouraged. This does not imply any retreat from policies designed to increase the equality of opportunity; nevertheless, in the words of David Hopkinson[2], "The fostering of exceptional talent and its eventual employment in the more difficult and demanding tasks on which society depends seems to be a reasonable, perhaps a mandatory, demand."

● We should re-examine the purposes of language teaching. Perhaps it has not been such an advantage that English has become the accepted language of international discourse after all; to put it at its lowest, while foreigners have access to our secrets, theirs remain hidden from us. In strictly pragmatic terms, the most useful language for brighter British students may well be German, Japanese, FORTRAN and BASIC.

● We may experience the *end of* the book as the main tool of learning and teaching. When one considers the enormous amount of information which can be held in data banks and made accessible through devices such as Viewdata, and that learning skills can be painlessly acquired in a variety of programmed games, as well as the sheer volume of firsthand experience already recorded on videotape, it is not difficult to see why expensive, destructible and quickly obsolescent written texts may be reduced in importance. This should in no way diminish the role of the teacher. Pupils will have to learn how to use the new aids, individual programmes will have to be very skilfully prepared and, in a mechanistic environment, personal understanding and guidance would take on a new importance.

● The purposes and methodology of the "vocational" side of the curriculum will need to be reassessed. During the recent years of British industrial decline there has been increasing pressure from politicians and employers for education to become more concerned with the world of work. But there is danger in gearing social responsibility in education to *current* industrial need. The DI has estimated that in only half our manufacturing industry is there any perception of how microelectronics might update processes and products. Of those who are aware, only 5 per cent have done anything about it. Important questions have yet to be answered. Will there be a need for millions of craftsmen in an industrial environment in which the work of one super-skilled toolsetter (for example) can be programmed for reproduction an infinite number of times and on any number of sites? Is it possible that computerized design-capability may abolish the need for large numbers of technical draughtsmen and women? Perhaps the most suitable training for advanced technicians will be found in the basic design courses which have been receiving so much official encouragement, provided their problem-solving methods take into account the uses of technology and are not content to accept the limitations of cottage crafts.

> 'The radical changes around the corner will test the flexibility of our social fabric to its limits'

If any or all of these concepts are incorporated or implied in the ACARD recommendations they will meet resistance. Some industrialists believe (rightly or wrongly) that talk of revolution is exaggerated and there will be time for a safe evolution. Educators will point out that, even if the technological predictions prove more or less right, economic survival is not an end in itself—man does not live by bread alone. The traditional aim of liberal education has been to assist people to preserve their sense of personal identity and freedom.

Furthermore, [illegible] a world where the need to work is no longer dominant, it is in such an atmosphere that literature, the arts, manual skills and the other positive uses of leisure will thrive and that it is in the schools that the seeds will need to be sown.

If the schools and colleges do adapt to meet future needs this will be a unique event in this country; we are used to educational developments proceeding out of social change—and very slowly indeed. The blocks have been social, psychological, political and historical. We may have been the first nation to experience an industrial revolution but we never allowed it to be reflected in our social and educational structures. Nineteenth century ironmasters and mill owners made their money and then sent their sons to public schools and universities to have them turned into gentlemen. France during the same period founded its *polytechniques* and Prussia, smarting under French defeat, improved the model with their *realschülen*; these supplied status and training for the brighter students who wished to enter industry and commerce. The American land grant colleges performed much the same function. Later the Japanese looked at them and created a modern [illegible] frighteningly competitive [illegible] overnight. Yet as the [illegible] inquiry into the organization of the engineering profession is bound to indicate, this country has not yet been able to *direct* its best minds into the business of designing, making and selling the things other people want.

However important this may be it is only one of the priorities. The microelectronic revolution and all the other radical changes which will be around the corner will test the flexibility of our social fabric to its limits. It is probable that only a future-oriented educational system will enable it to adapt and survive.

(1) *The "Chips" are Down*, 19[illegible] Hines, for Earth Resources [illegible]
(2) *The Education of Gifted Children*. David Hopkinson, [illegible] Press, 1978.

Jack Cross is a former school teacher and author of "It's Almost Year 2000". His next book "[illegible]ping into the Future" will be published next year.

Shirley upset by 'hurry home' call

by Caroline Haydon

Mrs Shirley Williams, the Education Secretary, had to cut short successful talks with Chinese leaders and educationists in Peking this week to fly home to vote in the Commons.

She immediately attacked parliamentary pairing arrangements as "very foolish" and said the recall had forced her to pack major talks planned over a 10 day visit into a two-day schedule.

The two countries had agreed in principle on a scientific and technological programme, which included student exchanges, and the Chinese had shown a keen interest in educational technology.

After a 24-hour flight a tired-looking Mrs Williams, who had been brought back to vote on the Government's dividend restraint measures, said at Heathrow that the Chinese "might well think we are out of our tiny English minds".

She had jokingly assured them she was not returning home because of a coup but had not tried to explain the complex reasons for her recall.

Normal arrangements to seek a pair for her were made before her departure, she said. There was no indication that there was any difficulty until the night before she left when the Conservative chief whip hinted there might be a hitch.

Every effort was made to reach Conservative whips the next morning, but no positive answer was received and she decided to fly to Peking. "There would have been great offence if I hadn't gone", she said.

Mrs Williams's annoyance was aggravated by the fact that the talks in China had been going exceedingly well. China wants to increase the numbers of students it sends to Britain by five to 10 times, which could bring numbers here up to 2,000 a year.

Details were still to be settled at ambassador level.

Members of her party who stayed on in Peking, including her Permanent Secretary, Sir James Hamilton, and senior chief inspector, Miss Sheila Browne, were touring schools and universities.

They would, she said, look at levels of English and science teaching in China to gain some idea of where the Chinese students would slot into the British system.

The Chinese were also interested in expanding the small number of British students in China studying the country's language and history and the number of English language teachers.

They wanted to know more about British educational technology, particularly audio-visual aids and computer assisted learning techniques, and to re-equip obsolete science *laboratories*.

They were also interested in the British Open University and two people from Milton Keynes would be travelling to China next month.

Mrs Williams said she had "hours" of talks with Mr Liu Hsi-yao, Minister for Education, Mr Fang Yi, Vice-premier in charge of science and technology, and members of the Chinese Academy of Science and the State Scientific and Technological Commission.

She was convinced the trip would provide not only "education and scientific spin offs but economic and trade spin offs as well".

She hopes to fly back to China today to "pick up the end of the tour". The visit is due to end on Monday.

British fight off Cuban *dem*and for £6,000 fee

from Peter David

HAVANA

The 180 British delegates at the World Youth Festival, which begins today in Havana, have narrowly avoided a public reprimand from the festival organisers.

The British delegation has been unable to pay a £6,000 contribution to the festival's International Solidarity Fund, through which delegations from affluent countries were to help students from poorer countries take part in the celebrations.

The threat to penalize the British delegation was withdrawn following a stormy meeting between Mr Charles Clarke, former NUS president, and other members of the international committee directing the festival.

Charles Clarke: stormy meeting.

Mr Peter Mandelson, chairman of the British Youth Council and deputy leader of the delegation, said it had been impossible to raise sufficient money in England either through voluntary fund-raising or Government assistance.

He said the delegation had also lost money as the result of the cancellation of a Russian ship which was originally scheduled to transport some of the British party at a subsidized rate.

A public denunciation would have been highly embarrassing for the small British delegation, which is determined to raise controversial issues at an event firmly dominated by Communist nations.

Britain's key contribution is expected on Monday when delegates are expected to speak in a debate on political and economic emancipation. They intend to describe the recent trials of Russian dissidents Yuri Orlov, Anatoly Shcharansky and Alexander Ginsberg as a breach of the Helsinki Agreement on Human Rights.

In a multilingual leaflet circulated freely among more than 20,000 youths and students, mainly from Communist nations, the delegation intends to condemn the trials as attacks on the values and human rights of people all over the world.

The delegation will make an equally controversial speech on the Middle East, recognizing the Palestine Liberation Organization as the sole representative of the Palestinian people but calling firmly for the continuation of the state of Israel.

But the impact of the small British group has already been blunted by its own financial woes and internal political squabbles. In May the Federation of Conservative Students pulled out of the festival, and last week delegation leaders dropped seven hard-line Communist Party members whose views were regarded as incompatible with the delegation at large.

That has left 180 young delegates who owe their places on the delegation as much to their ability to raise the money as to their allegiance to particular political and youth groups.

They are drawn from the British Youth Council, the NUS, church organizations, the National Union of School Students, trade unionists, and members of the student wings of the Labour, Liberal and Communist parties.

The absence of a Government grant meant that the British Youth Council, which planned to send 20 delegates, has sent only one. Another victim of British penury has been the "cultural contingent", which has been pared down from a rock band and theatre group to three Scottish folk singers and two freelance film-makers with a production called *Look Back at Grunwick*.

Hire teachers at £18 a week says PAT

by Stephen Cohen

An army of cut rate teachers should be recruited to reduce unemployment, the Government is to be told. The Professional Association of Teachers will put a plan to Mrs Shirley Williams, the Education Secretary, to hire extra staff at about £18 a week.

The association's annual conference in Worcester this week was told by Mrs Beverley Bowman, from Derby, that newly-trained jobless teachers should go into schools as teachers' helpers.

They should be able to collect unemployment pay and supplementary benefit while keeping in touch with education. They would gain essential experience, valuable insights, and retain contact with schools.

"The workload of the more experienced teacher will be lightened and the pupil-teacher ratio lowered", she said. "The advantages to the children are obvious. Which child does not benefit from more attention, more stimulation, and more help which one person alone cannot give?"

Mr Colin Leicester, the association's national chairman, said the plan "could be seen as cheap scab labour, so we will have to be very careful, but it is not possible for them to get full pay".

Mr David Blackford, from Cornwall, said he had tried the idea himself. He took on an unemployed teacher who wanted to work unpaid. But his unemployment pay and supplementary benefits were stopped because, it was ruled, he was not available for work.

Conference report page 7

HMIs find it hard to get recruits

Her Majesty's Inspectorate is 9 per cent understaffed and apparently unable to attract the right kind of recruits. The present force of 395 is 35 below strength and the annual report of the Department of Education and Science says this is in spite of a large number of applications.

There were 411 inspectors in 1976 and 426 in 1975. The present salary range for an inspector is from £7,825 to £10,881 a year which is higher than that for most head teachers.

Reading doesn't come naturally

The popular views that children learn to read by reading and that reading was a natural process were criticized this week by British reading expert Dr Joyce Morris, speaking at the United Kingdom Reading Association conference in Northampton.

Attacking the work of North Americans Frank Smith and Kenneth Goodman, whose work encouraged such views, she said their theories minimized phonic analysis in favour of reading for meaning and were "potentially harmful to classroom practice".

Politics in instant packs

The British Youth Council is setting itself to produce an instant briefing for youth leaders for the general election. It hopes to have 5,000 packs summarizing the parties' policies ready to go out within the first week of the campaign.

The eight political parties which are represented in Parliament and/or on the Youth Council have promised to produce potted versions of their manifestos for the packs virtually overnight as soon as the election is called.

York report out

The report of the conference held by the Department of Education and Science in York last December to highlight good practice in comprehensive schools was published this week.

Comprehensive Education, HMSO, price £3.25.

Officials labour on new White Paper

by Lucy Hodges

A White Paper is being drafted by civil servants at the request of Mrs Shirley Williams, the Education Secretary, but it is not yet known whether it will ever be published.

The document is seen as an end-of-term report spelling out the minister's achievements of the past two years, and giving her proposals for tidying up the law on education. It could tie in nicely with an October general election.

If she does publish it, Mrs Williams will choose the first few weeks in September, before the date of an election is announced. Ministers do not produce such documents once an announcement has been made. This means she does not have much time for polishing it up—though her sudden return from China this week should give her a little more breathing space.

She has asked for the document to be kept short and snappy and has already rejected one draft on the grounds that it did not contain enough figures. She is believed to like her prose to be peppered with plenty of figures.

The draft document spells out what has happened since the Green Paper appeared last year. It also mentions the curriculum review, the replies from local authorities to the DES questionnaire, refers to the forthcoming primary and secondary school surveys, and records what has been going on in nursery education and the universities.

The section on legislative reform does little more than rehearse the items the minister is known to want to include in some kind of miscellaneous provisions bill. This is thought to contain provisions for mandatory grants for 16 to 18-year-old students, enabling powers for local authorities to set limits on the size of schools, the implementation of the Oakes Committee recommendations and possibly those made in the Taylor report on the composition of governing bodies.

In the run-up to a general election, it is not unusual for ministers to justify what they have been doing and to indicate what they would like to do. Though it is not Mrs Williams's idea to parade new policies in a possible White Paper, she is not likely to publish a document which is too stale in its content.

Libraries take a hammering

Cuts in expenditure have led to severe contractions in the library services to schools in three counties in South-East England, according to a report published last week.

The report, published by the Department of Education and Science, examined the problems of maintaining library services in times of financial stringency and studied services in Bedfordshire, Berkshire, Buckinghamshire, Hertfordshire, Surrey and West Sussex.

Only in Bedfordshire was overall expenditure in 1977/78 likely to match the purchasing power of 1974/75, it concluded. In every county but Berkshire, expenditure on books had constituted a decreasing proportion of the total. Counties had made constructive efforts to spread their limited resources more thinly, most commonly by reducing the frequency of visits to schools. Library services to schools had been most drastically cut in Buckinghamshire, Surrey and West Sussex.

Maintaining Library Services, A Study in Six Counties, HMSO, £1.50.

CHILDREN OF IMMIGRANTS TO BRITAIN

THEIR HEALTH AND SOCIAL PROBLEMS

Edwin de H. Lobo

By defining particular health and social problems of children of immigrant parents, by looking at the influence of immigrant cultures on the etiology of the problem, and by seeking ways to identify, treat and prevent health hazards, this book gives non-medical readers an understanding and tolerance of immigrant children's difficulties. The book includes a discussion on the psychosomatic symptoms that arise in situations of culture conflict, and has a hopeful message of peaceful co-existence between different cultures.

Unibook £1.75 0 340 22840 7

Hodder & Stoughton
Dept. E1484, P.O. Box 702, Mill Road,
Dunton Green, Sevenoaks, Kent TN13 2YD.

Hodder & Stoughton

How pupils learned to give up vandalism—and earned a new discotheque

by Caroline Haydon

A London school claims it has wiped out vandalism by offering to reward pupils if they do no damage. An experiment launched at the beginning of the summer term was such a success, it says. The school has been "spotless" since it started.

Pupils have not only kept to the terms of the "contract" they were offered but have formed their own task forces to clear up graffiti.

Wembley High School, a 1,200 pupil comprehensive in north west London, was chosen for the experiment by the Save the Children Fund, which wanted a school testing ground for anti-vandal schemes.

The school was paying more than £2,500 a year to combat vandalism—an "average" amount for a large comprehensive.

But after the pupils were offered "contingency contracts"—the promise of a reward they could choose themselves if they stopped the damage—the school was transformed.

"It worked far better than I expected", said headmaster Mr Geoffrey Lodge. "What pleased me most was the unorganized task forces who were removing graffiti and cleaning up the school even beyond the terms of the contract."

The whole scheme only cost the school about £400, which included some of the cost of the chosen "reward"—a discotheque. The rest of the bill was paid by a London radio station.

● A warning to parents about the dangers of leaving children to their own devices during school holidays has been issued by the National Society for the Prevention of Cruelty to Children.

Of 40,000 cases of juvenile crime dealt with in the London Metropolitan police district last year, 6,000 youngsters aged between 10 and 16 were identified as "latchkey children", says the society.

LEAVE HIM, PUPILS HAVE THEIR OWN WAY OF DEALING WITH VANDALS

Row over school for blind. Diane Spencer reports

Show report, demand parents

Parents of children at a boarding school for the blind in London are angry at not being allowed officially to see the report of an investigation into the running of the school by a team of inspectors from the Inner London Education Authority. It revealed poor relations between staff, too little communication with parents and defects in the curriculum.

The investigation was made as a result of complaints made over a long period by Linden Lodge staff and parents. The school is one of five for the blind and partially sighted run by the ILEA. It has 109 pupils from five to 16, two-thirds coming from outside the inner London area.

The inspectors' report has been circulated to some newspapers, and the Advisory Centre for Education is making it available to anyone who can prove a connexion with the school. In a letter to the *TES* last week, Peter Newell, director of ACE, asked whether the ILEA believed it was furthering the interests of the school and the children by withholding the report.

Mrs Anne Sofer, chairman of the ILEA schools subcommittee, in a reply this week (page 11) says it would be quite wrong for the ILEA to collect information in confidence and then to break that undertaking. The ILEA has made the report known to the three groups of people who are most responsible for the school: the governing body, the staff and the members of the education authority, she says.

At a special governors' meeting last week it was decided that governors could discuss the report with parents.

The report was produced at the beginning of July by Mr Wilfred Brennan, assistant education officer for special education, Mr Guy Rogers, deputy chief inspector (schools) and Dr Marie Roe, staff inspector for special education. It is a mild document from which harsher criticisms and condemnations have to be sifted almost from between the lines.

It did, however, reveal deep divisions of loyalty among members of the teaching staff and strained relations between the head and the deputy. "Linden Lodge cannot afford the divided leadership it has recently experienced", it says. Some staff meetings degenerated into "slanging matches". Serious gaps were revealed in the curriculum: there was no specialist science or handicraft teacher, no full-time mobility teacher and only eight out of 18 full-time staff were qualified teachers of the blind. Communications between staff were poor; and three teachers might be responsible to one class for the same subject. School reports were kept in a haphazard fashion and there had been some weaknesses in links with County Hall.

The report says there is room for improvement, but "a great deal that is good is going on at Linden Lodge and with recent staff appointments and the implementation of such recommendations as are made in the report there is every r for parents to have confiden the school".

As Mrs Sofer points out in letter, parents have been info of the main recommendations Mr Brennan. In a letter se parents early this month, he plained that, after investigating school and the complaints, the spectors found it generally w with deep commitment by the to the education and welfare children. But they found some nesses, and ten proposals therefore be acted on. They in improved library facilities, pointment of a medical officer and a mobility off proved audio and low vi better communication betw ents and staff including letter, and improvement working of the curricul recording pupil's progress.

Mr Brennan's letter was demned by parents as di as it implied that the critici unfounded and everything in school was fine—"An extrem piece of whitewash", was on ment.

Mr Robert Vigars, leader of Conservative opposition on ILEA, says it seems foolish publish the report in view of publicity it has received. He is cerned that no new steps hav taken other than to carry ou minor recommendations rep equipment and extra resourc

The main trouble, he says, i the staffing of the school.

British back EEC plan for more language assistants

by Bob Doe

The foreign language assistants scheme could be expanded and there could be financial backing from the Common Market for more foreign visits by teachers and pupils if proposals put forward in [illegible]

But there is likely to be little support from the British Government for a £3m plan to introduce a programme of teaching about the history and powers of the EEC into all schools in the Community.

This week the Department of Education and Science asked local authorities and teachers organizations for their views on the two plans put up by officials in Brussels. At the same time it issued an administrative memorandum to all local authorities emphasizing the importance attached by Mrs Shirley Williams, the Education Secretary, to the exchange of teachers and language assistants.

European backing for a 30 per cent increase in the numbers of foreign language assistants is certain to get the support of modern linguists in Britain.

There has been a 27 per cent reduction in the numbers coming to the United Kingdom in recent years, largely because of local government spending cuts. There are signs, however, that this trend has already been reversed. This year 300 more assistants than last year are expected in British schools.

Recognition that language teachers need regular periods abroad to keep up with their subject is another point that will be well received by linguists.

The EEC also wants to encourage more visits by pupils. A fund would be set up to help schools with travel problems and to ensure that poor children are not excluded.

The DES gives top priority to improving the education and training of foreign language teachers, but less to increasing opportunities for pupil visits. At the bottom of its list is the proposal by the European Commission to expand the teaching of languages in primary schools.

The department is also worried about the cost of language proposals, which is expected to come to more than £5m by 1982 and suggests it should be scaled down.

NUS tells parents how to save taxes

The National Union of Students launched a major publicity drive last week to tell parents how to reduce their tax bills by up to £335 a year by covenanting payments for a son's or daughter's education.

If parents covenant to pay a child £100 a year, the union says they would actually give away only £66. The other £34, which is equivalent to the basic rate of tax which the parent would have already paid on his income, is then reclaimed by the student from the Inland Revenue, which has confirmed the union's findings.

The Union warns, however, that there are two important provisos. A covenant can only benefit a person who is not paying income tax, is more than 18, or married. It is a legally-binding agreement, in that one person promises to make a series of payments to another for a period of more than six years.

Miss Penny Cooper, the Union's treasurer, said the union is encouraging covenanting because the Government has refused to meet demands for the abolition of the parental means test on student grants.

OU rejects part-timers' plan

The Open University has rejected Government hints that it might be used to absorb some of the extra numbers in higher education expected in the mid-1980s.

A Government discussion document, *Higher Education into the 1990s*, published earlier this year, predicted the student population might rise by 80,000 over the next six years before falling again in the mid-1990s. One of the suggested strategies was to divert students from full time to part time courses and in this the Open University could play a part, particularly if financial assistance to part-time students was increased.

But in its reply to the document, the Open University says "W not consider that the projectio of demand from qualified olds should be met by part study through the Open Univ

The Open University favour another strategy, known as E, outlined in the discussion ment, which aims to bring more adults and more young people from working-class homes into higher education.

It calls for mandatory grants for part-time study, noting that at present "the choice between full-time and part-time study at higher lev is not a real one for the majority adult students.

Bert Lo

New l.e.a. move on polytechnics

Local authorities are to review their commitment to the Committee of Directors of Polytechnics after the decision of the Inner London Education Authority to cut off its funds.

The committee receives £36,000 a year, paid through ILEA. The decision to suspend payment was made last month by the ILEA further and higher education subcommittee after the directors had told the Oakes inquiry into higher education that their polytechnics ought to be taken out of l authority control.

Closing down the committee funding it from the rate su grant before this has been buted, or a levy on each polytech nic are being considered by C as alternative arrangements.

PERSONAL COLUMN

Gerry Fowler

Worlds apart

I went back recently, purely out of nostalgia, to the village where I was born. I pass within a mile of it every week, en route from London to my constituency; yet I had visited it only once in the last 10 years. In the rush of rapid travel and the press of business, it is easy to forget one's roots—at least, if they lie in Northamptonshire and not The Gambia.

The village has grown, with the familiar but scarcely attractive private housing estates constructed on the periphery of the old community. It is now, because of those same means of fast and easy transit that each week take me near it and keep me from it, a land of commuters to London, Birmingham and elsewhere. I doubt whether many of the new residents are an integral part of the local community. Yet, perhaps their children are. For in the heart of the village still stand the first two schools I attended—the infant school in the High Street, long, low and friendly, and what was then the elementary school, standing high and dominant, if somewhat forbidding, near to the church. The erstwhile modes of village life, one medieval and the other nineteenth century, stand proudly side by side, a reminder of what a community once was.

In a sense everything changed when all-age schools disappeared from the educational landscape, and the elementary school no longer catered for most of the village children from the age of eight to the end of compulsory schooling. From that time all children above the age of 11 were bussed out of the village, to their grammar, secondary modern, or later comprehensive school. The village was no longer educationally self-sufficient, as it had been for most of its young inhabitants. To however limited a degree, they were driven to look outwards to a wider world. I have no doubt that that was an important factor in the erosion of the old sense of community.

Yet I do not want to make the mistake of looking at the past through rose-tinted spectacles. It is not simply that the old all-age schools gave to most children a deficient education. Neither were they of the community—or at least mine was not—although they were in the community. Parents were not often welcome there. Teachers were respected, but they were also feared. They were authority figures, whose power over children could sometimes be more apparent than the service which they gave to them. Many children, including for a brief period myself, perceived in school an element of incarceration, rather than looking forward to the joy of new learning experiences.

Nor do I remember much use being made of the school premises after school hours. On the one hand the children were not themselves encouraged to stay after the end of afternoon school, and I recall no extra-curricular activities or clubs and societies. On the other, adults looked elsewhere for meeting places, and for their recreation and leisure pastimes—to the church institute, or the cooperative hall, or the village tennis club. The school thus served the village in a somewhat narrow functional manner, and served it well—but it was not a community school.

At my grammar school, in Northampton, all was different, or so my happy memories of it at first suggest. It served so wide an area that it could not attempt to be a community school, but there was a wide range of after-school activities. Many of the staff and pupils had a genuine interest in the collaborative task of teaching and learning. By the end of my days there parents were welcome, at least at specified times. In that sense it was itself a community.

Yet even there much of what we did looked beyond, or rather straight past, our actual physical and social setting, whether to what were seen as abstract and eternal values, or to the role of Britain in the world—a role which was already moribund if not dead. We always celebrated Empire Day. Those of us in the school corps marched out to play our part in the celebration of national occasions. From time to time there was an emphasis upon activities which might be subsumed under the heading of *Merrie England*. We acquired a knowledge not only of the Christian faith but also of the thought of (an odd selection of) the great philosophers, and some of us became imbued with the traditional English interpretation of the values of Greece and Rome—which is not quite the same thing as the values and beliefs genuinely present in the ancient civilisations.

We did not look much at the town and the society in which we were living, and least of all at how money was earned and distributed there. Northampton was then still the centre of the boot and shoe industry. But I learnt more about how shoes were made from chatting to workers in my own village than I ever did at school. I never saw the inside of a shoe factory until many years later—when I visited one as a minister, ashamed, granted my provenance, of my own ignorance. I learnt something about farming but that was because I lived in the country, and nothing to do with the school curriculum.

As for our system of government, we had mock parliaments from time to time—which were a rather than a useful experience. I came to own route; I do not recall the ject being discussed school. Local government only when the mayor asked speech day for the school given an extra half-holiday. was the annual essay competition which required an account of took place at the ceremony. The value of that can judged from my own essay, which was written about theme of the unity of the believe that there were in fact very unpleasant local battles at the time.

Today we do have community schools—schools which are not themselves communities themselves, but seek to look outwards to what pens in the towns and villages which they are set, and which equally to draw parents and residents into their own buildings. But I wonder how many have yet achieved a full and cessful integration with the ties which go on all around and how far social reality invaded English education? much changed?

An HMI's report damns the level, pace and scope of most unstreamed teaching. Bob Doe reports

Mixed-ability teaching is not very widespread in comprehensives, but what there is of it is generally bad, according to a report published by Her Majesty's Inspectors today.

Teachers find great difficulty in meeting the needs of a wide range of abilities in one class, the inspectors say. The most able pupils are almost always neglected and the least able often are, although the high standards of behaviour observed in these classes are commended.

Too much emphasis is put on social objectives at the expense of academic development, they feel. Schools often adopted this form of organization as a panic measure to overcome urgent discipline, morale or motivation problems without sufficient thought for the consequences. The inspectors say that this undue haste has often resulted in insufficient planning or consultation and not enough thought about what a school might be trying to achieve.

The ubiquitous worksheet comes in for heavy criticism. Teachers need more training in mixed-ability teaching methods, the report says. At present very few have had any at all.

These impressions are based on a review of the reports of various visits made by HMIs since 1970 to about 800 English comprehensive schools where pupils with abilities significantly above or below average are taught in the same classes.

The working party of 15 inspectors, set up in 1975 to compile this report, also made special visits to 22 schools using mixed-ability teaching.

Relying on their experience the inspectors claim to be able to judge the standards achieved in mixed-ability classes in relation to comprehensives in similar circumstances where other forms of organization are used.

Only in about one third of all comprehensives is mixed ability the order of the day in all but one or two subjects, and even in these this lasts for only the first one, two or three years. Only 2 per cent of schools were found to be organized in this way right up to the fifth form.

The inspectors say the object of their report is to highlight the valuable work being done by some teachers who have adopted this way of working. And they want to be sure that those schools thinking of changing over to mixed-ability working do not underestimate the difficulties and complexity of what they are taking on.

Mixed ability? It's the bright pupils who suffer

"In modern languages, mathematics and science, particularly, pupils were often operating at a level which failed to provide the extra degree of difficulty that challenged and extended them."

Most of the mixed ability teaching seen by HM Inspectors gives them cause for concern says their report, *Mixed Ability Work in Comprehensive Schools*.

Only in "a very small number" of the schools visited between 1970 and 1977 were pupils learning at an appropriate level and pace in classes organized in this way.

"In most of the schools visited HM Inspectors felt concern about the level, pace and scope of the work in significant numbers of subjects", their report says.

"This concern was sometimes on behalf of pupils throughout the ability range; more frequently it related to the extremes of the range and most frequently it related to the work of the most able pupils."

They blame teachers who fail to take account of the wider ability range in these classes. In "a large number of cases" teachers carried on as if pupils had been streamed into groups of roughly equal acumen. Mixed ability classes were not getting mixed ability teaching.

"The work was usually pitched at a level thought appropriate for the majority of the class and inevitably this was unsuitable for pupils at each end of the spectrum.

"*Sometimes* the level aimed at was *below* what the average pupil could attain and the result was a *slow* pace, undemanding work and general underachievement."

Pupils of below average ability did much better in "a number of instances" because they felt valued and were offered the challenge of work traditionally thought too demanding. They were helped by having more able pupils in the class and there was some evidence that this was especially so in subjects that are less sequential.

But the inspectors say it is the most able who are at the greatest disadvantage in mixed ability classes. In most cases they were under achieving because too little was demanded of them. Topics were ignored or avoided in some subjects because they were not suitable for mixed classes.

"In modern languages, mathematics and science, particularly, pupils were often operating at a level which failed to provide the extra degree of difficulty that could have challenged and extended them. In English and humanities the range and content of the work were often restricted to remain within the compass of the average pupil; as a result the breadth of linguistic experience and the depth and quality of literary experience were restricted, and some conceptual aspects of history and geography were not encountered.

"There was evidence in what HM Inspectors saw and in what they were told by some pupils and teachers that abler pupils sometimes under-achieved in order to conform to the level of the majority of their classmates.

"Often, the most able pupils were insufficiently extended because their teachers did not realize what they were capable of achieving. A not inconsiderable number of teachers had no experience of the level and quality of work that can be achieved by able pupils in setted or streamed groups, and found it difficult to appreciate their potential and meet their needs when they encountered them as individuals or as a small minority in a mixed group."

To cope with such a wide spectrum of abilities, teachers needed exceptional professional qualities. Highly skilled and committed teachers could succeed but in the hands of the average teacher the mixed ability class functioned only at the level of the average pupil.

"For the weaker teacher the challenge of the mixed ability class was simply too great," the inspectors claim.

Teachers achieving mediocre and poor standards were sometimes not even aware of it. Teachers' expectations were crucial and often pitched too low.

Some teachers did not accept the need to tailor the work to suit different abilities. "They set themselves certain social objectives, including social integration, the reduction of competition and the encouragement of self esteem, with which they could not reconcile any categorization of pupils.

"The priority given by some teachers to social objectives was operating against the development of the full academic potential of some of their pupils."

Part of the reason for schools' failure to extend pupils was too much reliance on worksheets. These were rarely matched to pupils' capabilities, were often over directive and did not allow pupils to think for themselves.

They over emphasized the collection of facts and encouraged intellectual conformity rather than curiosity and independence.

The inspectors describe many of the worksheets they saw as unattractive, technically incompetent, unchallenging, lacking academic edge, creating a superficial approach to learning and failing to draw on wider sources of information. Weaker pupils often had difficulty with the level of literacy they demanded and in many cases commercially-produced books and materials would have been better than the school-produced ones.

Some pupils complained of boredom and a sense of isolation as a result of this over emphasis on individual working, but generally the inspectors found that mixed ability grouping led to good attitudes towards work.

Mixed ability groups were associated with good relationships between pupils and between pupils and teachers, cooperative attitudes on the part of pupils and often a high level of motivation among those of below average ability. "The pride of achievement shown by *some of* these pupils was greater than that often found in streamed or setted classes", the report says.

"The presence of abler pupils in groups which were well taught appeared to be a major factor in the encouragement of healthy attitudes to work on the part of pupils of average and lower ability."

The inspectors were particularly impressed by the standards of courtesy in mixed ability schools and pupils' ability and willingness to talk about their work to strangers.

They also record that teachers claimed classroom disruption had been considerably reduced, especially where mixed ability had been introduced to the fourth and fifth form, though they were sceptical about the claims that vandalism too had been reduced.

"The pupils of some schools, although reasonably courteous, showed scant respect for school property. Books and equipment had suffered considerable maltreatment and the conditions for work were depressing and potentially *damaging to good social attitudes*.

"This kind of evidence suggested that the adoption of mixed ability organization did not itself necessarily result in acceptable standards of communal behaviour, and that positive measures may be needed to ensure that the pursuit of harmonious relationships does not reduce the attention given to standards of conduct".

Good personal behaviour and relationships seemed to go hand in hand with appropriate teaching and firm classroom management. Sound organization and positive leadership were as important to mixed ability as to any other regime.

"Teachers of mixed ability classes often strove deliberately to achieve an informal and relaxed working atmosphere in the belief that this would contribute to improved *personal relationships*. Many were successful in achieving that kind of atmosphere and there was evidence to suggest that the work of the pupils benefited directly from it. But there were also cases where this aspiration had encouraged teachers to retreat from their responsibility for the academic attainments of their pupils. In these circumstances pupils acquired a casual attitude to work which negated the social benefits which had become the primary target."

Many able and committed teachers have been attracted to mixed ability schools, the report says. But it seems that many other teachers have had mixed ability thrust upon them at short notice and regardless of its suitability for their subject. Less than 5 per cent had had any training in mixed ability teaching.

In many of the schools dealt with in the survey, it appeared that the decision to adopt mixed ability grouping had been taken in principle for one or two general reasons, but with little detailed consideration of aims or consequences. Mixed ability organization was very often adopted as a means to the solution of urgent problems—largely of discipline, morale or motivation—seen as arising from the organization of classes by ability.

"Where schools went beyond this to offer positive arguments in favour of non-selective grouping, the main focus of their thinking was usually on the aims of the school in its social role. Aspirations such as improvement in human relationships or social integration were more frequently cited than, for example, such aims as improving the attainment of the less able pupils.

"In some cases a lack of definition in what schools aimed to achieve through mixed ability grouping may have been caused by undue haste in deciding to adopt it. In such examples, it was often found that the head had taken the initiative and, whether or not the decision had involved consultation with staff, there had been only a brief period of preparation before the change took place; and staff had found themselves deeply involved in teaching mixed ability groups with little time for careful and far-ranging thought about where the process might lead".

They say most schools have not thought through their reasons for adopting mixed ability grouping with sufficient clarity and objectivity.

Even where the school's aims had been clearly set out by the head there was little attempt to translate these into classroom objectives or indications of how these might be achieved.

There was rarely any attempt to evaluate the effectiveness of the change to mixed ability working, either on a school or a departmental level. In some cases this had been done, but no action taken as a result.

In fact the HMI's claim that among the protagonists of mixed ability teaching there is a positive reluctance to assess children's work at all. They suggest that those teachers see mixed ability grouping as part of an attempt to introduce their particular social philosophy in which competition and elitism should be reduced.

The inspectors argue that, on the contrary, assessment is even more important with mixed ability teaching than in a streamed class in order to ensure that each pupil's programme is appropriate.

They found the majority of teachers were prepared to support the principle of mixed ability teaching, but there were strong reservations among teachers of certain subjects, notably modern languages.

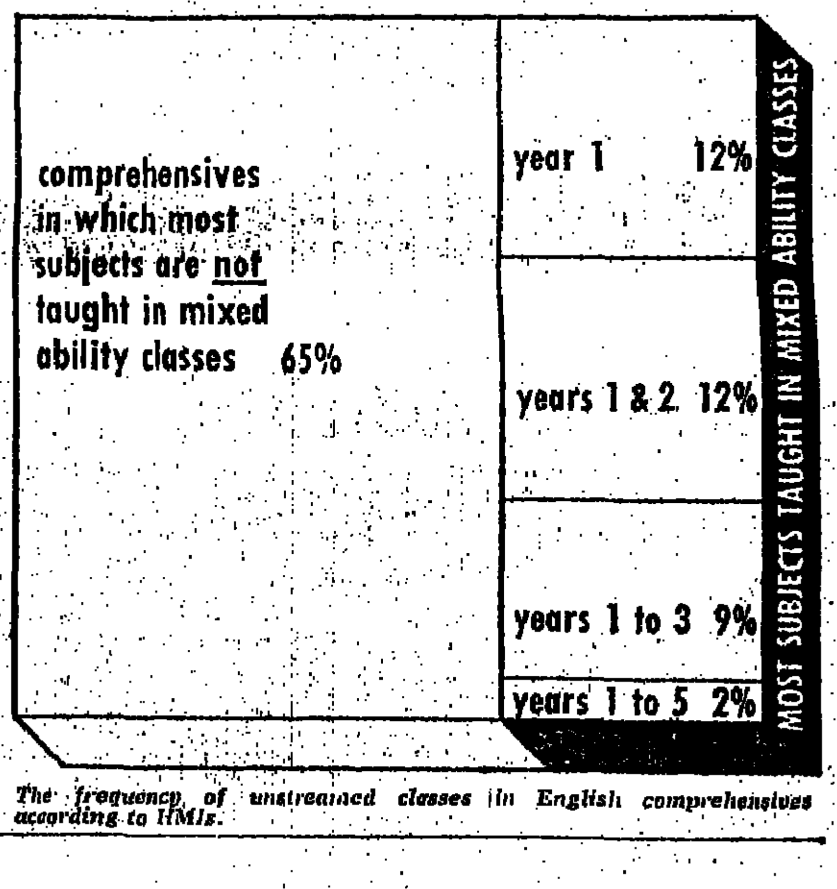
The observations of various subject HMIs in another section of the report include one from the modern languages inspectorate that "There seems to be no grounds for believing that mixed ability grouping can offer any advantage in the modern languages class."

The main part of the report, however, comes to no overall conclusion on the value of mixed ability grouping. But the HMI working party takes issue with the claim that only through mixed ability organization will all children feel equally valued, regardless of their ability.

That, they say, is a matter for the prevailing attitudes and values in a school, and if the less able feel under valued, it is a change in these that is required.

"While a change of organization may help to change attitudes, it is not the only way to do so or necessarily the best."

Mixed Ability Work in Comprehensive Schools, HMSO, £2.50.



The frequency of unstreamed classes in English comprehensives according to HMIs.

School to work

Hitch as new youth plan gets under way

by Mark Jackson

The Youth Opportunities Programme, which is due to go into full scale operation in September will not be as planned. The Manpower Services Commission has not yet secured the mix of opportunities it believes to be vital.

A statement from the commission next week is likely to emphasize that the programme is already well within sight of achieving enough places to meet its target of more than 200,000 youngsters a year.

It may not draw attention to the fact, however, that there is an acute shortage of courses and projects *suited to the least able. These* are the youngsters defined by the Government and accepted by the commission as the priority group for the programme.

A review of the plans of the 28 area boards by the commission's special programmes board this week showed that the places so far available are:

- Work experience with employers: just under 60,000. This means about 105,000 youngsters a year.
- Other types of work experience, in projects, community service, and training workshops: around 5,000.
- A handful of employment induction and work preparation courses.
- Community Industry: 5,500 places.
- Training places in industry: 41,000.

The work experience places with employers are twice as many as planned for—partly as a result of a massive marketing campaign by the commission. The training places have simply been taken over from an earlier Government scheme.

Admission to both depends on acceptability to employers—and the commission's officials have agreed with the fears repeatedly expressed by careers officers and the youth employment lobby that, while these schemes are highly valuable to most leavers, they are not in practice open to the less able or the under motivated.

The Holland report, on the basis of which the Government decided to spend about £800m on the programme over the next five years, estimated that a total of 35,000 places in the other kinds of work experience—provided by local authorities and voluntary bodies and tailored as necessary to the needs of the bottom group of leavers—would be provided.

It also scheduled 3,000 places on two-week induction courses, for 60,000 of the group. The induction courses were expected to be particularly important as a way of assessing what further experience disadvantaged leavers would benefit by, and preparing them for it.

The commission is now saying it hopes to build up the proportion of non-employer work experience places during the programme's first year—and that "full scale" never meant that the programme would start with the balance intended.

Critics see this as virtually an action replay of the commission's explanations, when the programme officially started this spring without any of its offices ready to approve applications, that starting did not actually mean that anything new need be operating before September.

At the special programmes board meeting Mr Geoffrey Holland, the programme's director, countered fears about the doubled provision of employer-based work experience by saying that it would provide flexibility. But officials admitted that there was a serious problem about induction courses, which were proving difficult and costly to arrange.

Board favours more remedial courses

Local authorities are to be allowed to plan remedial work preparation courses of up to six months for disadvantaged jobless youngsters under the Youth Opportunities Programme. The Special Programme's Board decided this week to encourage a big expansion of the courses.

The decision avoids a major row which has been brewing up between the commission and some education authorities in areas of particularly heavy unemployment. The commission's staff have been reluctant to approve remedial courses, and have been insisting that they should be limited to 13 weeks.

This reflected an ambivalence in the Holland report on which the programme is based. While providing for some courses, the report insisted that remedial education was the statutory duty of the education service, not the commission. It failed to realize that disadvantaged youngsters would not be willing to go on courses run outside the programme by the local authorities because they would not get the £19.50 a week allowance.

Relations between local authorities and the commission have deteriorated recently because the officials responsible for the Youth Opportunities Programme handed over responsibility for assessing proposals for remedial and preparatory courses to their Training Services Division. Formerly the Training Services Agency, this department in the past had run such courses as part of its Training Opportunities Scheme for adults.

The Training Services Division insisted that the education authorities should run courses along the lines of their own and provided a three-page set of guidelines, still with a TOPS reference, setting out a model.

These included, among other things, the proposal that courses should operate on a nine-to-five day and be divided into hourly periods. It also detailed much of the content.

Liverpool's director of education, Mr Ken Antcliffe, did not want the content of an educational course prescribed by outsiders and disagreed with the ruling that badly under-motivated and ill-equipped youngsters could be given what they needed in three months.

His department proposed courses which could keep youngsters on for a whole year. Five of the courses would be run in schools with teachers recruited on one-year contracts, and a sixth would be for the handicapped in a special school.

This week, because of the continued delays in approving the proposals—which need to go ahead now if the school-based courses are to start in September—an angry letter went from *Liverpool education authority* to Mr Richard O'Brien, chairman of the Manpower Services Commission.

Passing on skills in a Sheffield hand-tool factory.

Skillcentre trainees get pick of jobs

by Philip Venning

Workers who retrain under the Government's Training Opportunities Scheme (TOPS) stand a better chance of getting a job if they do their training in a skillcentre rather than a further education college.

The annual report of the Manpower Services Commission, published this week, shows that in 1977 a third of all TOPS trainees who studied in colleges had *not been in* any kind of work since the end of *their course* up to three months earlier.

This compared with only 17 per cent of those who had been to a Government-run skillcentre. Less than half the college trainees were in work which used some or all of the new skills they had been taught.

Most of nearly 100,000 TOPS trainees (56,369) underwent retraining in further education colleges. But their poor record in finding relevant jobs may be partly explained by the fact that 42,000 of the college trainees were women. And the report shows elsewhere that in 1977 unemployment among women grew proportionately more than among men.

The young, and particularly those with special needs, continued to account for an increasing share of the unemployed; and for all groups, including the young, the average time they spent without a job continued to rise.

Among young people aged 19 to 25 on TOPS courses there were 20,000 on special short industrial selection courses, occupational selection courses, and courses for the less able under the wider opportunities scheme. These cost a total of £19m. In addition, nearly £6m was spent on remedial courses for workers with an inadequate mastery of reading, writing and arithmetic.

Manpower Services Commission Annual Report, MSC Literature Services, Gun Wharf, 129 Wapping High Street, London, E.1. Free.

Ups and downs of job-hunting

Unemployment among leavers is considerably higher than last year, in some parts of the country, despite the drop in the overall national figure reported this month.

For the country as a whole, as the *TES* reported last week, the number of jobless school leavers registered in July was just over 230,000 compared with 240,000 in July 1977. But a check with a number of local careers departments suggests that the fall is unevenly distributed.

Liverpool, the worst unemployment area in the country, has had a bigger fall than the average, with 1,200 fewer registered with the careers service than last [illegible] education department thinks that most of these are on [illegible] schemes or have stayed on at school, leaving about 500 not yet accounted for.

But Cleveland, almost as badly off for jobs, reports that its register is up from 6,600 to 7,000. One explanation may be that its school population has increased in recent years, and the numbers leaving have gone up this year more than in most places.

Managers demand syllabuses should help children understand industry

by Owen Surridge

Britain's manager are calling for a radical change in school syllabuses and higher education courses to ensure a better understanding of industry's needs. They hope to put proposals to the Department of Education and Science.

The initiative comes from the British Institute of Management, which has just published its first "managers' manifesto". The section on education calls for reform of secondary school syllabuses and demands the inclusion of more industrially related subjects.

At the same time, it says, care should be taken to avoid bias against industry through early specialization. "The object should be to ensure that all children grow up with an understanding of the basis of a modern economy, especially the purpose and function of industry".

The institute wants industrial managers on educational advisory committees and governing bodies of schools.

Educationists, says the institute, have a particularly strong antipathy for industry. This attitude is being passed on to the young. It calls on the Government for "a lead towards changing deeply entrenched prejudices".

Sir Derek Ezra, chairman of the institute and of the National Coal Board, said the institute had set up its own working party and intended to make proposals on this score before the year-end. "Clearly syllabuses are somewhere wrong, as is shown by the volume of criticism about standards of literacy and numeracy."

Mr Roy Close, director of the institute, said secondary school syllabuses were not appropriate for basic education and university entrance in an industrial society. "The schools lack understanding of how an industrial society works. Study of basic economics and basic social organization are the missing elements in education".

This was true both of secondary schools and of higher education courses, which needed to be related more often to economics and business subjects. More teachers should get industrial experience and more firms should make contact with schools.

The institute is to seek a meeting with the Department of Education and Science to make firm proposals about curriculum changes. The United Kingdom's economic performance, it says, underlines the need for managers of high quality. It calls on the government to use its influence to ensure that industry gets its share of talented people.

Easier for graduates

Job-hunting graduates should find the going easier with the advent of the new *Careerdata* information system. They dial a telephone number, key into the data bank of vacancies and read off the details on a television screen.

The new service is one of a number of pilot projects being carried out by the Post Office in Birmingham, Norwich and London in preparation for the introduction of the full national viewdata system to be known as *Prestel*. It has been produced by New Opportunity Press.

Already the *Careerdata* system has been installed by careers services at ten universities and polytechnics. Whether this method becomes a permanent part of the job-hunting scene depends on the extent to which employers use it.

At present some 75 employers are attempting to fill vacancies this way. Most of them are large industrial concerns and some have registered as many as 350 vacancies.

The *Careerdata* information service is free to graduates (or undergraduates) seeking jobs. Their college careers service will meet the cost of telephone calls to the data bank, but the main cost of the service will be borne by employers, who will pay for advertising their vacancies.

More training for technicians urged

The Government's adult retraining programme, the Training Opportunities Scheme, wants to expand its training of technicians. Until now the scheme has concentrated on craftsmen and the semi-skilled.

The expansion is among the recommendations to be made to the Employment Secretary by the Manpower Services Commissioners following an extensive review of the scheme. Most of the new higher level training will be contracted to colleges and polytechnics.

The commissioners agreed that the rule restricting TOPS courses to the over-19s should be kept for the time being, but insisted that it should be looked at again next year.

On-the-job film tests aptitude of would-be apprentices

How to select school-leavers for apprenticeships or older people for retraining is demonstrated in a film which, the Industrial Training Research Unit claims, is practically foolproof.

Applicants are given a simple specimen of the kind of task they will have to do in a job, and trainees are selected on the basis of performance. The success rate, says the unit, improves immediately. No interview can determine aptitude to become a competent truck driver, carpenter or machinist.

The film gives examples of satisfied customers—a dress factory, forestry, skill centres. Now, the unit is working on how "trainability testing" can be applied to the selection of professional personnel.

The film—a promotion film—leaves many questions unanswered. What about people, for instance, who take longer than the time given to understand a task well enough to do it, but who may ultimately do the task well? Or what about people who respond better to written instruction?

Frances Farrel

'Failure' leads to truancy

Backwardness in learning and the raising of the school leaving age are among the main reasons for truancy, says a report made after a year-long investigation in Newcastle.

In addition to sending out special questionnaires, investigators looked at a number of schools in the city on one day in November 1977 and found that:

- Of 1,296 children of all ages, about one in eight were absent
- 15 had never stepped inside a school building that academic year
- Six per cent of the absentees were truants
- 120 of the absentees were out of school every other day
- Only nine of the children had perfect records the year before.

Attendance in infant schools tended to be low, due to normal childhood illness, but there was a gradual rise in the junior schools to more than 90 per cent. There was then a decline following transfers to secondary schools. The fifth year was hardest hit, with attendance figures as low as 57.7 per cent in 1976. Overall attendance in secondary schools was about 85 per cent.

The City of Newcastle working party which produced the report also found that there was less absenteeism during the autumn, and that Friday had the worst attendance record, followed by Thursday. School transport was often to blame, said the report. It recommended that all full-time pupils should be given half fare on public transport.

But children most often skipped lessons because they did not understand them. "Failure and frustration very often lead to a total rejection of the values and goals of the school", it said.

Raising the school leaving age had also increased truancy. Many pupils ready to leave in May placed no importance on classroom attendance after Easter.

The report includes a return from a comprehensive school which showed that 11 per cent of the absentees had appeared before *magistrates*. The longer a child *remains a* truant, the greater is the likelihood that he will commit a *crime, it says.*

It recommended an increase in education maintenance grants for pupils over compulsory school leaving age, more flexible starting and finishing times, and greater emphasis on remedial help.

Are you sitting comfortably? Frank Muir at work at the opening of the Children's Books of the Year exhibition which is on at the National Book League, London, until August 5.

Women graduates face same job prospects as men

The number of women graduating from university continues to rise and they are getting jobs as easily as men, according to a survey by the Central Services Unit for University and Polytechnic Careers and Appointments Services.

More graduates are going into industry and fewer into research, the survey confirms. And although the number of students leaving university with a first degree is now more than 60,000, the level of unemployment among them continues to go down compared with the rise in the national total of unemployed.

The survey covers the first destination of all who left United Kingdom universities with a first or higher degree in 1977. It shows *that 35.9 of 1977 graduates* were women compared with 30.[illegible] in 1972. "Statistics would seem to indicate little real difference now between the job prospects of men and women", the survey comments.

The number of graduates going into industry was *2* per cent higher than in 1976. The proportion going into research or academic study fell by 1.5 per cent and of those pursuing vocational training by 2.4 per cent. The most noticeable fall was in teacher-training, from 6,885 to 5,946.

The number of first degree graduates last year was 60,066, higher than ever before. This reflects the rising birth rate during the late 1950s, the survey points out. There were 21,572 women compared with 16,970 in 1972. During the same period the number of men graduates has grown by only 0.4 per cent.

In a year when the gross unemployment figures for the United Kingdom rose from 1,371 million to 1,480 million the figure for graduate *unemployment fell from* 6.1 to 5.6 per cent.

University Graduates 1977. Central Services Unit for Careers and Appointments Services, Crawford House, Precinct Centre, Oxford Road, Manchester.

Less than half understand the decimal system

Children's performance in maths deteriorates markedly between the ages of 14 and 15 according to a survey carried out by the University of Salford.

Announcing the results of his research at a Salford conference on numeracy this week, Dr Michael Harris, coordinator of education studies, said this was because pupils had moved farther away from their initial learning of basic maths.

His research, which stemmed from the university's dissatisfaction with the standard of maths undergraduates at 18 was based on tests of 6,500 local children at the ages of 14 and 15. It also showed a marked difference in the ability of boys and girls to tackle diagrams. The girls' scores were substantially lower.

The test also showed that fewer than half the participants understood the decimal system. In questioning children afterwards, it was clear that the most effective bar to progress was a refusal to admit they had not understood for fear of ridicule from teachers and their fellows.

Mr Ronald Scott, a maths lecturer at the University of Salford, said the introduction of the metric system had been premature. It was outside the ability of most people and few understood the significance of the decimal point: "They commonly see no difference between .35 and 35, or between 1.03 and 103."

Maths teachers had been thoroughly taken aback by the storm of complaint from industry about the quality of maths taught, Mr Scott said, though they were coping with all the changes, and were doing a good job. "It is particularly difficult to understand the widespread impressions that with modern maths we threw the baby out with the bath water."

In an attempt to check industry's impression of past glories he had checked back over several firms' records dating back 25 years, and his main conclusion was that the strength of industry's belief in falling standards of maths was in inverse proportion to the evidence. But it was also the case that while IQ tests performances had improved, maths test performances had declined: "Perhaps this is due to the decline of well-qualified mathematicians in schools."

HMI urges learning of tables

Primary school teachers need to know more about mathematics and children should know their tables, Her Majesty's Inspector, Mr Arthur Owen, told the conference.

He said: "Primary school teachers should do less and do it well." There was too much variety in primary mathematics teaching and not enough emphasis on the elements. "But we have to get the balance right. Children and teachers in primary schools are at risk because of the arguments about numeracy."

There was a danger in notions of a simple return to basics: "But the debate about children learning their tables is a nonsense. Children ought to learn their tables for quick access and fluency.

"I would like children of seven and eight to have their number bonds and to be able to see number patterns at eight. Operational methods will have been dealt with at the age of five. Throughout the primary school it is necessary to understand the importance of number patterns, to see it as something the children can build on.

"The importance of primary school mathematics lies in a very clear understanding of place value, the place system, and number notation. I do not want to go back to rote learning or arithmetic, but children should have competence."

Mr Owen said the children needed more opportunities to talk about maths and more opportunity to practise computation even if that meant teachers slowing down a bit.

Reports by Owen Surridge

Professional Association of Teachers conference Stephen Cohen reports

Five-year licences proposed

Five years renewable licences for teachers were recommended this week by the director of Leicester Polytechnic, Mr David Bethel told the annual conference of the Professional Association of Teachers in Worcester that the Californian system of licensing should be applied in Britain.

In California, he said, all the professions licensed their members to practice. Lawyers, doctors, architects and teachers were included. "This licence is renewable every five years with the decision to renew dependent upon the candidate meeting basic criteria".

The criteria were designed to find out if the individual was a proper person to practice his or her profession. They examined experience, formal continuing education and professional conduct. "I suggest the concept should commend itself to all those who equate professionalism with the maintenance of standards".

Mr Bethel was worried, however, about the difficulty a licensing system could produce. He feared that any move towards it would bring every teacher face to face with a dilemma.

Mr Bethel's speech to the association provoked little response from the 180 delegates. The association now claims a membership of 12,000. *An increase of 100 a week was* recorded during the recent spate of industrial sanctions by other teacher unions.

The association is pledged never to go on strike.

Huge majority for the cane

Delegates voted by more than 20 to one in favour of keeping corporal punishment in schools. Mrs Wendy Lunt, the association's vice-chairman, said that if teachers lost the right to use the cane, standards in school would drop.

But she did not advocate that corporal punishment should be the main punishment; deprivation of privileges should come first. "But consider the punishment used by parents—a quick slap given after a warning and not several hours later when the offence has been forgotten".

Discipline was becoming increasingly difficult to maintain, she said. The problems normally encountered in secondary schools were now being faced in primary schools. "I believe that the old saying, 'Spare the rod and spoil the child', is still relevant".

New report on pay demanded

The conference turned down a move to reject a 5 per cent pay limit. Instead delegates called on the Government to set up a *committee* of inquiry into teachers' pay on the lines of the Houghton Committee which awarded large pay rises in 1974.

Secondary school students should be given permission to leave school on their sixteenth birthday, the conference decided, provided that they had permanent full-time jobs to go to.

Call for ban on extremist groups

The conference deplored the infiltration of extremist organizations into schools. Mr Richard Ramsey (Birmingham) said extreme left and right wing groups should be banned from school premises.

According to figures supplied by the Commission for Racial Equality, one child in 20 was of immigrant origin and they had enough problems already without the distress of party political views, particularly from the National Front.

The National Association of Head Teachers had called for a ban. The association should support it, he said.

Mr Ramsey later said he had not any direct experience of infiltration and he had not come into contact with it personally. "But a National Front march brings out racial hatred, and children have asked me if they were going to be shipped home. Mrs Thatcher's speech on immigration caused considerable distress".

Brightest children are neglected

Britain's brightest children should be given more help and support in schools, the conference decided. Several speakers felt there was a danger of gifted children becoming underprivileged because so little was done for them.

Mrs Mary Horn (Shepway and Dover) said most children were helped by dedicated caring teachers and nearly every child emerged well adjusted and happy. But children of above average intelligence were left out.

TRAVEL

NST LTD

ABTA

(SCHOOL AND GROUP TRAVEL SPECIALISTS)

GUARANTEED FIXED PRICES FOR 1979 ARE NOW AVAILABLE

Write in for a quotation. If when our 1979 brochure is published the cost of your tour is higher than the brochure price we will reduce your quoted price. If, however, your price is lower than the brochure price your holiday cost will not be increased. YOU CAN'T LOSE!

We strongly recommend that you travel only with members of ABTA and enjoy the protection of ABTA Guarantees.

Please return coupon to:
NST FREEPOST, Blackpool, FY2 0BR
(no stamp required)
Tel: (0253) 52525 (10 lines)
Name of Leader ....
Name of School ....
Address of School ....
....
Tel. No. ....
I am interested in a Continental/UK Holiday to ....
....
Duration of Holiday ....
Date of Travel ....
Approx. size of Group ....
Ages approx. ....
N.S.T. Ltd., 13 All Hallows Rd., Bispham, Blackpool

Weed out the mad and the misfits, doctor warns colleges and l.e.a.s

by Stephen Cohen

The ease with which mentally ill teachers can obtain posts was described last week by a former school medical officer. Vicious beaters, schizophrenics, erratic and eccentric men and women can perform well at interviews and land a job before their illness is discovered, he claimed. And, because of the way the system works, they can move easily from one job to another in different parts of the country.

Dr H. MacAnespie, a former senior school medical officer, called for more rigorous assessment of teachers and the screening of job applicants. At the moment medical examinations are carried out at teacher training colleges. "No medical examination, apart from a chest X-ray film, is carried out by the employing authority before a teacher takes up his or her post," he said. "Yet some teachers who break down give a history of psychiatric episodes during student days.

"Some teachers, moreover, are basically unsuitable for the job, with possibly inadequate or vulnerable personalities, who have drifted into teaching without proper motivation; and these also may be at risk of breakdown."

A teacher with chronic disorders applying for a job could negotiate an interview successfully and start to teach before their personal difficulties came to light, he said in an article in the *British Medical Journal*.

"This danger could be obviated if the interviews were more searching, if references were always asked for and taken up, or if each authority provided screening medical examination or an advisory service."

Dr MacAnespie said some teachers had worked for years while suffering from manifest psychotic or psychoneurotic illness.

"Thus pupils may be exposed to the prolonged influence of a teacher with one or more serious psychiatric disturbances, such as thought disorder, paranoia, hallucinations, disorientation, aggressiveness, failure to relate to colleagues and extreme unreliability; who may be unable to control the class, use vicious physical punishment, talk incessantly and inconsequentially; have poor standards of dress and personal habits, or be frequently late and absent."

From 1967 to 1973, 36 teachers were referred to him. Some had chronic illnesses, a few were acute conditions of limited duration and 21 seemed to have no insight into their condition.

He described four case studies. The first teacher had been known for several years by local inhabitants and the school staff to be eccentric, deluded and hallucinated.

"Her head teacher, however, had supported and shielded her, but the true situation was uncovered after his retirement by a new head teacher".

A second case study involved an infant teacher who at the age of 57 developed a psychiatric illness with delusions and auditory hallucinations. "She heard voices telling her which children should pass their examinations and which should not".

Another case concerned an elderly teacher who was the subject of a written complaint some months after she started work.

"She had not admitted to ill-health in her application, but it became clear that she suffered from florid chronic schizophrenia.

"She could not control her class and kept leaving the classroom for no apparent reason. She told everyone, including her pupils, how she had been thrown from the Lusitania in a bassinet, found on the shore, and brought up by a lady, and had been in the press and looked at by royalty."

Dr MacAnespie said early retirement with a breakdown pension was often the best course for a teacher who was approaching 60. Younger ones might cope better as peripatetic teachers serving several schools as this could lessen the strain and minimize involvement with pupils and staff.

Voluntary work, parachute jumping and anti-influenza exercises. John Roper of The Times looks at the practice and principles of Chinese schooling

Holding high the red banner

Give me a child until he is seven or eight, and he is mine for life, the Jesuit teachers of the Roman Catholic church were supposed to have said. Teachers in present-day China might well echo this sentiment for nowhere in the country is the visitor made more aware of the dedication to achieving "correct thought", the appreciation of the thoughts of Chairman Mao and the practice of his principles than in the country's schools.

At the functionally named Nanking No 45 Middle School, which I visited last month, Mr Kun, the director, summed it up: "students are educated to hold high the red banner of Chairman Mao so that they can have a basic knowledge of Marxism. We educate them in all aspects of revolutionary ideas and revolutionary traditions of education so that it enables them to understand the Communist Party from when they are very young and to love socialism, love science and labour, so that they can establish the ideology of serving the Chinese people and the peoples of the world."

The words are given added weight by the two big coloured portraits of chairmen Mao and Hua which dominate one wall of the meeting room. Pupils are never allowed to forget the need to work "for the people". Not only do the 1,800 pupils do voluntary work in their holidays, but senior students also do four weeks productive labour every year, and juniors three weeks. This is arranged by the authorities.

The school has a staff of 130 teachers for its 34 classes and work goes on for six days a week. The day begins at 7.20 am with twenty minutes "self study", apparently an analysis of work done, revision and a check on any homework.

The emphasis is on all-round training to develop practical skills and abilities, and particular talents are encouraged; Mr Kun was obviously proud that one of his pupils had recently been enrolled in the Central Music Institute of China.

In the shadow of Chairman Mao: nowhere is the visitor to China made more aware of the dedication to achieving "correct thought" than in the country's schools.

Pupils have no choice of subject and domestic skills such as cooking, sewing and carpentry are not taught, "because such things are learned at home". In all, fourteen subjects are taught: politics, Chinese language, maths, a foreign language (mainly English), physics, chemistry, geography, Chinese history, biology, basic agriculture, hygiene, music, fine arts and sport.

Sport and health education are given great importance. Basketball, football, swimming and table tennis are popular and the big playground (space is no problem) as well as parks, are well equipped with sports apparatus. The Nanking school has six table tennis tables in the playground, made of a concrete slab with a cement "net" built on brick platforms. Parachute jumping is also mentioned. Any student who wishes to do so is encouraged to take up training.

School pupils have their meals at home: there is no school meals service because all students live nearby.

Pupils have 50 days off in the summer and 20 days in winter as well as national one-day holidays to celebrate events such as May Day and New Year's Day.

Prevention of ill health is instilled at an early age. All children from nursery school onwards are instructed about cleanliness and in traditional eye and anti-influenza exercises, a series of finger-tip pressure and massage on precise points of the face and head which are performed daily.

Examinations are held regularly "to see whether the students have grasped the knowledge or not." Mr Kun said about 30 per cent of his students go on to college or university. On leaving school the student's future is decided by the authorities, who study examination results and teachers' references.

Political considerations appear to be never far away during learning processes. An English lesson for 15-16-year-old pupils, for example, included the chanted repetition of the story of Ni Hua Chai, a little boy who wanted to go to school but whose parents were too poor to send him: "Schools are not for the poor but for the rich. Thanks to the party and Chairman Mao all the children of working people can go to school now."

Fewer children eat dinners

There has been another drop in the number of children eating school dinners. Figures released by Education Secretary Mrs Shirley Williams show that although the number of children at school rose by 105,000 between January and May, the number eating dinners fell by 87,000 to 4,873,000.

The number of paid meals eaten in the same period dropped from 3,865,000 to 3,722,000. But the number of free meals eaten rose slightly from 1,094,000 in January to 1,151,000 in May.

The figures were released in a letter from Mrs Williams to the Child Poverty Action Group, in which she said that the Government would not step up publicity for free school meals.

Rejecting the group's suggestion that a letter should be sent to all parents informing them about the free meals scheme, Mrs Williams said DES and local authority publicity was effective enough.

Curb leavers' benefits call

School leavers should not be able to claim supplementary benefit until the end of the school holiday after the term in which they leave, say officials of the Department of Health and Social Security.

Leavers can now claim benefit on leaving school or reaching the age of 16, if that is later, they say in a review just published. But statutory school leaving dates introduced in 1976 mean that some pupils can leave school up to three months before their sixteenth birthday. And they often claim benefit in the summer months even if they have firm offers of jobs in the autumn.

This means that the degree of unemployment among young people is artificially inflated and there is a large influx of what may be short-lived claims from leavers.

The system is also open to abuse, the review claims. Benefit is only available to a young person who has genuinely left school, and a statement has to be obtained as proof. But some pupils say they will leave in order to claim during the holidays. They then change their mind.

Leavers should, therefore, be treated as dependent on their parents until the end of the school holiday following the term in which they left school, it is recommended. Their entitlement to supplementary benefit could be deferred until the end of the holiday and their parents' entitlement to child benefit extended to the same date.

Links with social services planned

Greater cooperation between education and social services at both local and national level is to be promoted by the Department of Education and Science, the Department of Health and Social Services and local authority associations.

Ministers concerned last week decided that more joint projects should be undertaken in the field of provision for the under-fives, as well as increasing cooperation in dealing with adolescent problems.

No force in push on Ulster to reorganize

The Government will not impose a uniform system of non-selective schools in Ulster, Mr James Dunn, Under Secretary of State for Northern Ireland told the Commons during a debate on the plans for a system of comprehensive education in the province announced last year.

The Government remained firmly committed that selection at 11-plus should be eliminated through restructuring of the education system—a decision taken after full consultation in which everyone had had a chance to make their views known.

But it placed more emphasis on getting reorganization right than on achieving it quickly. Particular importance was attached to local planning by area boards in consultation with local people and individual schools.

Clothes by voucher

A new school clothing allowance based on a voucher system has been announced by the Inner London Education Authority. It will be paid every two years and will replace the present uniform grants and necessitous clothing allowances.

The vouchers, which are being issued now in readiness for the school term in September, come in denominations of £3, £2, £1 and 50p and can be exchanged in any shop willing to take them.

The allowance is £15 for primary school children aged five, seven and nine; £35 for secondary pupils at 11 and 13; and £30 for 15-year-olds.

The former uniform grant was [illegible] for boys and £24 for girls, and clothing allowances were made at the discretion of education welfare officers.

The Illustrated
LONDON NEWS
AUGUST
Bevis Hillier
2nd XI IMPRESSIONISTS
Norman Moss
THE NEW COLD WAR
Des Wilson
AMERICAN NOTEBOOK
Chris Plumridge
WOMEN'S GOLF SWINGS HIGH
Tony Aldous
LONDON'S VILLAGES: CHELSEA
Edward Lucie-Smith
HENRY MOORE AT 80

When parents' wishes don't count—judge's ruling

Parents of a mentally handicapped boy have lost their case against Cheshire County Council to keep him at the local primary school.

Mr and Mrs George Winward sought an injunction to restrain the council from excluding their son from Over St John's Church of England Primary School in Winsford, Cheshire, on the grounds that the authority should provide a place for their child in an ordinary school. A second injunction, which sought damages for the cost for private tuition was also dismissed.

The judge, Mr Mervyn Davies, QC, said that Section 76 of the 1944 Education Act which lays down the general principle that children should, as far as possible, be educated according to the wishes of the parents, does not apply when the parents' choice of school is unsuitable for the child.

The judge said that the child suffered from a disability which was known at the time he entered school. Although he had been assessed as needing special education, the authority, on the parents' insistence had agreed he should attend the local primary school for a trial period. When it became clear he was not benefiting from this experience, it was suggested that he should attend the special class for mentally handicapped children at a school two miles away.

This was unacceptable to his parents and the boy remained in the school having lessons alone with a tutor. After a year it was decided that this arrangement was not working and that special education was the answer. This was explained to the parents, and Mr Winward agreed to visit one of the special schools suggested. However, this visit never took place and the child continued to receive special tuition at St John's until he was finally excluded on October 3. Mr Winward was warned meantime of the authority's powers to enforce the child's attendance at a suitable school.

The judge said that St John's was not, and could not be made suitable for the child's educational needs. In those circumstances Section 76 did not apply. The claim for damages also failed on the grounds that they were incurred solely because of the parents' refusal to accept the alternative school place offered.

Sex talks should shield immature

Sex education given by trained and sensitive teachers or parents plays a major role in combating the effects of obscenity and pornography, says the Family Planning Association in evidence to the Williams' Committee on Obscenity and Film Censorship.

The governing motive in attempting to define a guideline for society should, it says, be the protection of the vulnerable and immature. In the area of sex education, part of a continuous process in achieving maturity, "all sexual material must be geared to the needs of the children who are using it and appropriate to the stage of development which they have reached."

Australia

Major inquiry to be launched into teacher training

from John Kirkaldy

SYDNEY

Australia's federal government is to hold a full-scale inquiry into teacher training. The Minister for Education, Senator John Carrick, who proposed the inquiry in January, announced that it would be headed by Professor J. J. Auchmuty, a former vice-chancellor of the University of Newcastle.

Professor Auchmuty will soon take up his position as the committee's full time chairman and he will be assisted by 14 part time members, who will be announced shortly.

The make-up of the committee is expected to cover a wide range of interests, including a number of persons nominated by the Australian Education Council.

Senator Carrick said that the committee would be free to range over such issues as:

Whether existing institutional arrangements for teacher education and the structure of teacher education courses were wholly satisfactory.

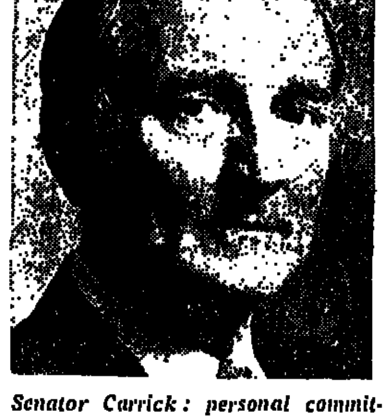
The role of teachers and the interactions and interrelationships of teachers, pupils, the family and the community.

Whether the existing programmes met the needs of children from a range of social and cultural backgrounds, including those from ethnic and aboriginal communities.

The selection, in-service education and professional development of staff engaged in teacher education.

The professional development of teachers, particularly for specialized and management roles.

Senator Carrick said that the inquiry would draw upon the work of the Williams Committee of Inquiry into Education and Training (which will be reporting shortly), but would be a self-contained and thorough examination of the whole field of teacher education. It would particularly concentrate on the qualitative aspects of teacher education and would produce its final report in the second half of 1979.



Senator Carrick: personal commitment.

All state governments have agreed to cooperate in the inquiry and will establish working parties to assist the committee. The committee will be free, however, to consult other sources as well as these working parties for information and advice.

Senator Carrick said that one of Professor Auchmuty's first tasks would be to visit each state's Minister for Education to discuss the inquiry. The secretariat for the committee would be located in Canberra within the Commonwealth Department of Education.

Senator Carrick stressed his own strong personal commitment to the inquiry. "Education authorities agree that the teaching force is reaching a state of oversupply. Now that the pressure is off it is appropriate for a long hard look at quality", he commented.

He said that manpower considerations, while they could not be ignored, were not a major determining factor in the decision to establish the inquiry. The inquiry would have been held irrespective of manpower issues.

"Good teaching and good teachers are the very heart of education", Senator Carrick said.

There has been considerable criticism in Australia of teaching standards, particularly from conservative pressure groups, such as the Australian Council for Educational Standards (ACES). Only a few years ago there was a shortage of teachers and the government was less selective about teaching candidates and the standards of foreigners who applied for jobs.

At present all states have an over-supply of teachers and Senator Carrick has predicted that this figure could be as high as 60,000 by 1985.

The issue is becoming an emotive one as teachers' unions have urged federal and states governments to use unemployed teachers to improve conditions within schools. The present situation of financial austerity means that this is unlikely to occur in the foreseeable future.

Many observers believe that one of the recommendations of the inquiry will be to raise entry standards for teacher trainees in order to adjust their numbers to the country's declining birth rate.

United States

Representatives pass generous schools Act

Clive Cookson, North America Correspondent, reports on a piece of legislation which has pleased education organizations and lobbyists.

WASHINGTON

The United States government's elementary and secondary education programmes, which are being renewed by Congress this year, are in excellent shape now that the House of Representatives has finished with them.

The House passed a generous new Elementary and Secondary Education Act by 350 votes to 20 and sent it on to the Senate.

The Act would authorize federal education programmes worth more than $10 billion a year for the next five years. However these "appropriations", determined annually by Congress, will not be as great—for example, the level for 1979 will be in the $7 billion region.

The new ESEA will not be fundamentally different from the previous version passed five years ago (the substance of the Act goes back 13 years to President Johnson's Great Society legislation).

But many minor changes have been introduced—often at the suggestion of the 400 witnesses who testified during the 57 days of hearings by the House Education and Labour Committee.

On the whole, education organizations and lobbyists are pleased both with the details of the Bill and with its overall scale.

The Carter administration, whose legislative proposals were generally accepted by the House, expressed satisfaction too—Health, Education and Welfare Secretary Joseph Califano congratulated representative Carl Perkins, chairman of the Education and Labour Committee, for his and the committee's "outstanding work".

However, where the educational establishment sees a well-balanced piece of legislation to improve federal support for elementary and secondary education, critics of government spending see "a Christmas spree with a present for everyone who thought to ask".

One of the Republicans who opposed the whole Bill, Representative John Ashbrook, said it was "loaded with costly trivia". He accused the house of "acting in utter obliviousness" to the nationwide tax rebellion symbolized by Proposition 13 in California.

Most of the 13 hours that the whole House spent debating ESEA were devoted to arguments over the way the programmes should be financed—there was less argument about their content.

One item called Impact Aid designed to compensate school districts for the adverse effects of federal institutions (which do not pay local taxes), was particularly troublesome. For years Presidents have been trying to cut down Impact Aid, and Congress has fought—with more success—to increase it.

The latest round was a compromise: the house eliminated 215 million that its Education and Labour Committee granted to Impact Aid, but left the programme considerably larger than the Carter administration wanted.

The centrepiece of the ESEA is Title 1 which transfers money to schools to provide "compensatory" instruction in the basic skills for children from deprived backgrounds. The Bill authorizes $6.3 billion for Title 1 in 1979, rising to $7.6 billion in 1982, though the actual appropriation in the 1979 budget is expected to be about $3.4 billion.

The House debate about Title 1 also revolved around the formula to be used to finance the programme, rather than its educational merits. The method adopted will shift funding away from the rural and southern states—"the sunbelt"—towards the urbanized north-east and mid-west—"the snowbelt".

However, although the south lost the main regional battle over Title 1, defeat was sweetened by the adoption of a new concentration programme proposed by the Carter administration, that will make $400 million available to school districts with especially high concentrations of poor children. The House agreed to aim this money more at rural and small town poverty.

Another new element in the Bill is a scheme to encourage states to develop their own compensatory education programmes. Washington will match every two dollars states provide for their own programmes with one federal dollar. At present less than 20 states have special programmes to help disadvantaged children.

Other major federal programmes re-authorized under the new ESEA include:

—Emergency School Aid. This is the programme that provides financial aid—$330m in 1979—to districts undergoing racial desegregation.

—Bilingual education. The government will provide $150m in 1979 to help schools meet the extra costs of educating the three million American children for whom English is a second language.

—Indian education. $76 million will be spent in 1979.

—Basic skills. Here the House departed somewhat from President Carter's proposals and decided to expand the existing "right to read" programme.

—Proficiency standards. A new programme will assist education agencies to establish minimum standards, through testing and remedial instruction.

—Paperwork. The House Bill includes a special section designed to cut some of the red tape out of the ESEA.

Italy

School-leaving exam to be more difficult

from Dalbert Hallenstein

MILAN

Italy's secondary school leaving certificate, the *maturita*, will be tougher to pass from next year.

The *maturita*, taken after five years of secondary school, allows automatic entry into university and into any faculty in which a matriculant decides to enrol—regardless of the subjects taken at school.

No Italian state university or any of its faculties has the right to refuse a matriculant holding the certificate.

For the past decade the *maturita* has become almost impossible to fail. Before it was reformed in 1969, a pass was difficult and entry to the various university faculties depended on the subjects studied at secondary school and examined in the final year.

Before the reform candidates were examined on all the subjects studied in their final year, and they could be questioned on aspects of other subjects studied during the four previous years.

As a result of the wave of student protest in 1968/69, the government gave way to demands for a less selective system of university entrance by reducing the exam to two written examinations (one of which was Italian) and two oral tests.

The oral tests and the other written examination were chosen at random by the Education Ministry from the range of subjects studied in the final year of Italy's many specialized secondary schools. The choice was announced about six weeks before the exam began.

The result of this new system (which in 1969 was described as "experimental", but has dragged on for 10 years) was a significant rise in the pass rate, and a trebling of the number of Italy's university students—the reform coincided with the reform of university entrance requirements.

Both the *maturita* reform and the easing of university entrance requirements were intended to coincide with vast school and university reforms. But these have never taken place and inevitably school and university standards have dropped radically.

The present plans to toughen up the maturity exams are an attempt to remedy this situation, but they will have little effect until real reform is carried out at secondary school and university levels.

In a recent meeting between the education minister, Mario Pedini, and the leading political parties, an agreement was reached to extend the number of written maturity exams to three, and to conduct oral tests on all the subjects studied in the final year.

Educational experts feel that this measure may have the effect of making pupils take the exam more seriously, and could result in a more serious study attitude among younger pupils.

But until basic reform takes place, such a change in attitude is unlikely. Secondary pupils are acutely aware that their school qualifications are of little help in finding a job in Italy's shrinking labour market; though at the same time they know that jobs are available for young people with the skills which the existing school system is incapable of giving them.

It is this knowledge which has turned Italy's antiquated secondary school system into a frustrating and often violent farce.

Meanwhile, a violent Church/State controversy has developed between the political parties as to who should actually examine *maturita* students.

The Christian Democrats are insisting that the examination board should consist of teachers from the school of the pupils under examination, with one outside examiner to guarantee impartiality.

But the left-wing parties are demanding that at least 50 per cent of the examiners come from outside the school.

France

Churchmen bid for more influence

from Our Correspondent

PARIS

A thorough reorganization of private church schools is outlined in a document issued recently by the Conference of Bishops. Among the measures proposed is a considerable increase in the influence the hierarchy will exercise.

Over the past ten years Catholic schools have seen a steady fall to around 10 per cent in the number of clerics involved in teaching. Though welcomed by some as bridging the gap between state and private education, this development has been seen as a threat to the essentially religious character of education that church schools ought to purvey.

As long as the majority of teachers were in holy orders, conflict over the future of private education was rare. With the majority now in the hands of laymen, this is no longer the case.

The past nine months have seen an upsurge of disputes between parents, teachers, and the hierarchy over the type of relationship that ought to exist between state and private education, and equally controversial have been the demands by teachers' unions for improvements in conditions of service.

In future, schools will be under the oversight of a diocesan committee numbering some 20 to 35 members. It will be made up of local churchmen including the Bishop's representative, teaching staff, parents, head teachers, and members of boards of administration from schools in the area.

Among the responsibilities of this body will be the appointment of head teachers. It will also ratify the head teacher's dismissal should the need arise. Particularly significant in view of the unrest among teachers in the private sector is the fact that responsibility for arbitration will fall to the Bishop.

Republic of Ireland

Controversy over student loans

from John Walshe

DUBLIN

The possibility of loans for third-level students is being investigated by the Higher Education Authority, a statutory body which makes financial recommendations to the Education Minister. The authority is expected to issue a report before the end of the year.

Its investigation began before a recent government Green Paper (*TES*, June 30, 1978) and suggested loans as an alternative to the present method of giving grants to students whose parents' income is below a certain level.

However, the main argument against a loan scheme is that nearly all students would try for it and the capital outlay in the first few years would be considerable. Most recent figures show that just over a quarter of the 35,000 higher education students in the 1976-77 academic year were in receipt of grants at a total expenditure of almost £2,500,000. A further 4,000 other students held a variety of different awards and scholarships at a total cost of £1m.

The loans idea has a number of supporters. Earlier this month the director of the National Institute for Higher Education in Limerick city—Dr Edward Walshe said the existing grants scheme emphasizes the dependence on the state and takes away personal initiative and risk-taking. He called for a combined loans and grants system.

However the Union of Students in Ireland has come out strongly against the Green Paper's loans suggestion. It argues that the administration costs would be very great and that such a scheme would do nothing to promote greater participation in higher education by young people from lower income groups.

In-service careers training

Slight difference in emphasis...

Sir,—I was privileged to represent the Institute of Careers Officers at the recent annual conference of the National Association of Careers and Guidance Teachers as a guest of the association. I was treated with the utmost courtesy throughout and as well as sitting in on most of the formal sessions, including the AGM, I had the opportunity of talking informally with a good many delegates. While not unnaturally there are some minor differences on emphasis between us, it was most encouraging to be reassured of the unanimity of view of our two associations on so many of the major issues of mutual concern.

It was, therefore, with considerable surprise and dismay that I read your report of the conference ("School to Work", July 14). It is clearly not for me to attempt to interpret NACGT policy. I feel compelled to reiterate, however, that the Institute of Careers Officers is at one with them in their desire to see the status and quality of careers education improved. We take every opportunity we can to emphasize this because indeed without it the effectiveness of the careers officers' guidance and placement work is seriously inhibited.

It goes without saying that the provision of adequate and appropriate in-service training opportunities is one of the essential prerequisites. It is for this reason that the careers service has traditionally taken initiatives in this field and few, I suspect, would dispute that had it not done so there would be precious little training provision in many parts of the country today. Any further improvements which can be made by whatever means will be warmly welcomed by all of us.

As for the alleged suggestion that some teachers "want careers officers kept out of schools altogether", this shows such an abysmal lack of appreciation of the real issues as to be unworthy of serious comment. At no time have I ever heard this proposition advocated, and I feel sure that the NACGT would not wish to associate themselves with it.

The simple fact is that the whole process of careers education, guidance and job placement in this country is still seriously undervalued, under-manned and under-resourced. With the still deteriorating employment situation facing young people the only reasonable hope lies in all those professionally involved working closely together in a spirit of real partnership. Misleading reports of this kind do nothing to help those who are seriously concerned to bring this about.

FRANK ROBINSON,
President,
The Institute of Careers Officers.

... but a common purpose

Sir,—As president of the National Association of Careers and Guidance Teachers it was news to me to learn through your columns (July 14) that "Teachers are set for battle with careers officers over in-service training." Our published policy document clearly states: "The association is concerned to work closely with the careers service." That policy still stands today.

It has never been the policy of NACGT to "keep careers officers out of the schools", as your report states; to do so would be to obviate a fundamental purpose of careers education. We welcome the expertise of the careers officer as we do that of the school psychological service, educational social work service and any other professional service which contributes to the development of the pupils.

In my presidential address, referring directly to the Institute of Careers Officers I stated: "This association, alongside others in the field, will continue to press the case with the DES and l.e.a.s for time and training. . . ." The references in your article to in-service training suggest misunderstanding of the principles of the professional education of teachers; there appears to be confusion of "involvement in" with "management responsibility for". The appointment of any adviser for guidance, which is founded on educational concepts, is in keeping with normal educational procedure.

The battle which is the main preoccupation of this association is in bringing about changed attitudes and new measures to ensure that young people are prepared for the life ahead of them in a changing world. That was the central theme of the conference and it is a pity that the positive points made in this respect were largely overlooked in your article.

RITA HOWDEN,
President,
National Association of Careers and Guidance Teachers.

Oil, troubled waters and the NUT

Sir,—You presented Peter Newell with a lavish amount of space (July 7) to inveigh against the attitude of the NUT on various issues. I wonder when you are going to do the union the same courtesy? Be that as it may, perhaps you would allow me to disabuse your readers of some of the notions put forward by Mr Newell.

Policy is not made in the NUT by "a few tired and unrepresentative committee men". On Taylor, the union set up a working party which for several months subjected the Taylor report to the most stringent analysis and which sought reaction from teachers in a practical way.

The remarks on corporal punishment are hysterical, with images of Rhodes Boyson and the National Front thrown in for good measure. In fact, the union does not advocate the use of corporal punishment. Its pamphlet, *Discipline in Schools* (has Mr Newell read it?), puts the subject in its school context, notes that its use is declining and refers to the judgment of teachers, with regard to local authority regulations, as being the sensible arbiter "in loco parentis".

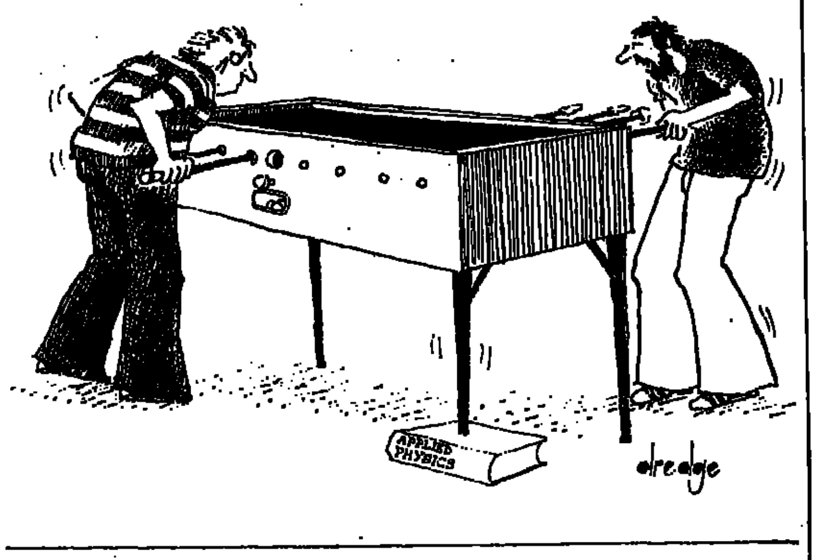
Further, the NUT has not "blocked" any TUC statement on corporal punishment. It was agreed that the unions' statement should take account of the views of the teachers' union. The full NUT view has since been sent to the TUC.

School records are kept by teachers to help the child's progress (you would think, from Mr Newell's remarks, that teachers are out to thwart children). They are not bandied about and our experience is that schools make helpful arrangements to allow parents the fullest possible information and discussion about their children's progress and/or problems. In fact, many teachers are alarmed that some parents are not sufficiently interested.

The union's arrangements for consulting its members (teachers in schools) are thorough and, if anyone is out of touch, it is not the union. Mr Newell should know that the union has been making progressive statements on home-school relations for more than [illegible] years. Its latest contribution on Taylor recognizes again the value of the strongest links between home and school, welcomes parents on to governing bodies and makes the sensible point that governing bodies of lay people should not determine the curriculum of schools, a point, incidentally, with which the Secretary of State expressed her agreement with last week.

We have by no stretch of the imagination sent "partnership" up in flames, but Mr Newell has poured a lot of oil on what need not have been troubled waters.

FRED JARVIS,
General secretary,
National Union of Teachers.



Wanted: comments on counselling

Sir,—The Advisory Council for Adult and Continuing Education has set up a committee under my chairmanship to examine the present provision of, and the need for, information, advisory and counselling services for adults seeking educational opportunities. My committee expects to complete its inquiry early in 1979 when it is hoped that the Advisory Council will be in a position to publish a report making recommendations on the most effective ways of establishing and developing these services.

Miss Sue Slipman is assisting my committee as its inquiry officer and we would value the opportunity of inviting comments from those of your readers who have had experience in providing these services to potential students and from those who are perhaps contemplating making such provision. Equally we should like to hear from anyone who has made use of those services as a "customer".

We should be glad to receive these comments at the council's offices at 19B De Montfort Street, Leicester LE1 7GE.

PETER CLYNE,
Advisory Council for Adult and Continuing Education.

Removed from reality

Sir,—Jane Thompson states in her article "The Great Leap Backwards", June 23, that ". . . Working class pupils have always known that eleven years in full-time education scarcely equips them with the academic skills or enthusiasm for study which makes their time in school seem worthwhile". Have they really? This kind of statement is so laughably old fashioned that I should have thought even lecturers of education would have hesitated to use it. As she says later on ". . . it smacks of knowledge which is the teacher's, not theirs . . ."

As to her remarks about advice on how to get a job, does she honestly live so removed from reality that she does not recognize the fact that if industry is to foot the bill and help to produce the wealth of the community, it has every right to have some influence in schools, as do parents and even, for good or ill, lecturers in education and other sections of the community. After all, is it so bad to help students to be pleasing?

She implies that it is wrong to help pupils to "fit into society . . ." and that we should aim to ". . . develop skills which will enable them to transform the *status quo* rather than merely accept it". I can only wonder what her aims in education must be. I would rather agree with Lord Vaizey when he speaks in the same edition ("Special schooling for all") ". . . of the education system as a whole—that is, how to assess the individual's own strengths and weaknesses and use them in order to build stronger and better people able to function in a good society".

Social studies have a valuable place in the curriculum when taught by experienced, caring teachers. There is an urgent need to give our school-leavers a realistic expectation of life, its work and leisure and how to cope with the bureaucracy that will face them.

E. BEDFORD,
Roachill Farm, Knowstone,
South Molton, Devon.

Literacy, a means of access to the system

Sir,—As editor of the National Extension College literacy magazine *Access* I was pleased to read your review of the magazine *Access to the facts* (July 14). Could I just add a point about the logic behind the magazine?

Access is written in the belief that literacy is not just a matter of reading and writing, but also of access into the community. Thus the magazine provides information which, will, we hope, improve readers' confidence for tackling the system as well as improving their reading and writing skills.

We are, as the article says, very open to feedback from tutors and l.e.a.s, but we do hope to maintain this basic orientation for the magazine, as we feel it could fill a very necessary place in the materials for literacy students.

There is a small point of fact; NEC does not, unfortunately, draw on the full-time resources of Tom MacFarlane, who is curriculum development leader for adult literacy in Manchester.

JOHN MEED,
Editor, *Access*,
National Extension College,
Cambridge.

Scapegoats for a fixed philosophy?

Sir,—I do appreciate the good, but, in my opinion, misguided intentions of Stella Claydon expressed in her letter of July 7 ("A beginning not an end)". It is sad that her reply, however, was based on inconsistencies of interpretation and a muddled contextual understanding of my letter, "Training: a racial time bomb", published on June 23.

Though one may unravel some form of immediacy and expediency of purpose, we whom it would affect must look further ahead. The scheme embodies an innate mechanism to exacerbate the chronic underachievement of black pupils. I view it as yet another negative attempt by the authorities in their quest to be seen as doing something to arrest the shameful trend of under-achievement of West Indian children within the education system.

I note that this scheme was formulated in consultation with the Caribbean Teachers Association. It is not uncommon for progressive and thinking black teachers to disagree with some of the policies of the executive of this association.

It is a relief to see that the scheme is to extend to the indigenous population. It is a pity that blacks must first be used as experimental scapegoats before this comes into force.

I am truly happy by the fact that candidates who have been accepted were drawn from the ranks of State Registered Nurses, trained nursery nurses, voluntary unqualified teachers, etc. It is also pleasant to hear of the high standards of intelligence, articulation and determination. With these qualities, I find it difficult to comprehend why they were not advised to acquire the normal entrance qualifications in keeping with their indigenous counterparts. To obtain these qualifications would not take people of this calibre longer than one or two years. It is puzzling.

If we take this puzzle and couple it with the term "educational *laissez faire*" used by Stella Claydon, an interesting picture emerges. The remark had no bearing on any aspect of reasoning in my letter. The picture which emerges is that of a scheme which ultimately is incompatible with improving the educational standards of black children. Rather, the picture emerges of a scheme to use black teachers and pupils as a vehicle to introduce an educational philosophy.

An honest and positive approach to the improvement of educational standards among black pupils would be a close look at the method of recruitment at colleges of education and other teacher training institutions. A closer look should also be taken at the position of black teachers within the overall policy of particular schools. The possibility of suitably qualified black teachers in the administration of education should be contemplated. The mere fact of admitting unqualified black people into the teaching profession, is not the answer.

Correct and positive policy making decisions is the key to the arrest of any educational decline. There are very few circumstances at present where black teachers and educationists are allowed to exert any influence on policy. The right direction is real influence on the part of black and suitably qualified teachers in schools, colleges and administration. The wrong direction is lowering the standards of black teachers. Show or token appointments are dishonest. So long as certain aspects of the Bantu system continue to permeate educational institutions, there will be no alleviation of the problem.

Stella Claydon may have meant this scheme to be a beginning. It is a blank cheque for unscrupulous people to use as an end. Every plan is put into operation, except the right and effective one. The line dividing credulity and incompetence begins to be blurred. Alas! The comedy of errors will continue! West Indian children will suffer.

GREGORY G. GEORGE,
English Department,
Tulse Hill School,
London, SW2.

Early drawing and learning difficulties

Sir,—I wonder whether any of your readers could help me to locate children who have shown exceptional drawing ability at an early age.

So far my research suggests that there may be a group of children with remarkable ability who have also had learning difficulties. I am particularly interested in these. However, I would be pleased to hear about any child who shows or has shown this ability. I would be grateful to receive details, preferably with one or two examples of their drawings and the child's age when these were drawn.

All letters will be acknowledged and drawings returned in due course.

LORNA SELFE,
County Psychological Service,
Chandos House, St Owen Street,
Hereford HR1 2PT.

Lorna Selfe is the author of "Nadia: a case of extraordinary drawing ability in an autistic child".

The state of pre-school provision: what kind? how much? who for? who pays?

Staff creche an elitist use of university funds

Sir,—The ominous references to the Comptroller and Auditor General in Aristides's reports of the creche fracas at the University of Warwick ought to be enough to deter those bent on pressurizing the university into diverting large amounts of public money to the provision of elaborate child care facilities. However, we have surely not seen the last of this matter and it might be useful to try to clarify the real issues at stake before they become totally lost from view.

The pro-creche militants have insisted on combining the case for child care arrangements for student parents with the quite separate question of whether such facilities should be provided from public funds for university staff. These same militants have also been swift to denounce any opposition to their schemes as inherently sexist and reactionary, irrespective of the fact that many of their opponents are no less committed than they to the causes of women's liberation and to the widening of educational opportunity for mature students.

Undoubtedly, if women's liberation is ever to become a reality for women in all walks of life, there will eventually have to be comprehensive, state subsidized, child care facilities available to all. More specifically, a strong case can be made for the provision in universities of creches for use by student parents and indeed, expenditure on such items can be defended on educational grounds. None of these arguments, however, can be legitimately used in support of proposals that involve wilfully taking money provided by the taxpayer for educational purposes and using it to equip universities with expensive child care facilities for use by staff.

It is very arguable that existing Government policies regarding the provision of creches, playgroups, nursery schools, etc, are woefully inadequate, but the answer to that lies in making representations to the Cabinet, the DES, the UGC and the political parties, not in misappropriating public funds to provide those fortunate enough to work in universities with facilities not yet generally available elsewhere.

Ultimately, this is an issue of public accountability; universities are the recipients of large amounts of public money and those who run them, no less than other public servants, are obliged to spend that money within the broad confines of government policy. If public funds are given to hospital administrators, say for the purchase of beds, we expect them to use the money for that purpose and not for furnishing their offices, or worse still, for supplementing their salaries.

By the same token, university staff are expected to use the money they are entrusted with for educational purposes and to respect the admonitions of the UGC and Comptroller and Auditor General directed to that end. Those who would have us do otherwise are, effectively, saying to the taxpayer: "We don't give a damn about your wishes regarding the expenditure of this money, we will use it however we choose"—a position that can only be described as outrageously elitist.

DAVID MERVIN,
Senior Lecturer,
Department of Politics,
University of Warwick.

Colleges and student critics

Sir,—Your anonymous correspondent ("*Intellectual* suicide?", July 11) who *claims* that his college of higher education has awarded him a *degree*, but has failed to educate him, is right, judged by the internal evidence of his letter. Anybody who generalizes from his own experience in one college in order to condemn all colleges, lacks the intellectual rigour which should be one of the hallmarks of a graduate.

Who, taking an apple from the barrel and finding it to be maggotty, rejects all the others?

Having castigated your correspondent for overstating his case it must be admitted that he has a point; some students are very critical of their college courses. It might be very valuable if a research unit were established to collect and publish the opinions of BEd students about their colleges on a national basis. Professor Nisbet has done this in Scotland, but I would go one stage farther, and name the colleges. Evaluative questionnaires sent to probationary teachers, about the extent to which their college courses have prepared them for the job they are doing, provide what is probably the best test of the colleges' competences. Publishing such findings annually over a period of say five years might ensure that criteria of excellence determine which colleges survive the lean years ahead.

MICHAEL BASSEY,
19 Criftin Road,
Burton Joyce,
Nottingham.

Alienation

Sir,—Militant Cog has made a major contribution to open debate ("Why we need action men", July 14). Evidence of alienation is even more extensive than he suggests. The use of people as bargaining commodities, the cardinal importance given to contract, and the pricing of personal functions are among the main features of alienating "ethics". They are anti-thetical to caring and generous personal responsibility, and it is not surprising that processes of communication become merely exercises in demand and command. Those who promote alienating values, whether in school, union or local authority hierarchies, are indeed "industrializing" our educational institutions. Militant Cog does well to remind us of the deadly grip of alienation.

D. P. OWEN,
73 Selwood,
Rotherham,
South Yorks.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Business as usual in Keswick

Sir,—I write with reference to the article "Big squeeze on state boarding places", (May 26). Owen Surridge writes that seven local authority schools closed their boarding accommodation last year. He then writes "Six more are expected to close or move out of the maintained section in the next 18 months". In his list he includes Keswick Grammar School. This is quite erroneous. Keswick School will not close nor will it move out of the maintained section in the next eighteen months.

I wish to point out that Keswick School is a voluntary aided selective school of 425 pupils. It is co-educational and one third of the number on roll are boarders. The governors have proposed to form one voluntary aided school in Keswick in September, 1980. At this time the governors await the reply of the Minister of Education to their proposal for secondary education in Keswick.

H. W. ALLEN,
Headmaster,
Keswick School,
Cumbria.

Why playgroups are special

Sir,—It is likely that many supporters of the current campaign for increased nursery provision are unaware of the statistics published by the Pre-School Playgroups Association and reported in the *TES* ("Playgroups reach saturation point", July 7). There are no longer hundreds of thousands of young children isolated in their own homes until the age of five, lacking stimulation and without day-to-day contact with other children. In fact, there are now places for probably 85 per cent of three-and-four-year-olds in England and Wales: 16 per cent in nursery schools and classes, 20 per cent in ordinary primary school classes, 46 per cent in pre-school playgroups, and an additional 3 per cent in home playgroups and day nurseries. Increase in any kind of provision, except in a few special cases, must certainly mean reduction of some other kind. In practical terms, this means that where there are more nursery classes, there will be fewer playgroups.

And why not? Playgroups were started in answer to the need felt by parents to give their children a wider experience and more companionship, and many openly said they were doing it because the state had failed to provide nursery schools.

It was only as we became aware of the immense personal benefits to ourselves and our own families and our own communities that we began to see that the need for a playgroup had stimulated all sorts of latent gifts and energies in ourselves. And up and down the country, many thousands of families were being drawn, through necessity, into involvement in their local playgroup. Although its member playgroups included a high proportion of "private nurseries" the Pre-School Playgroups Association made a courageous step in 1974 in stating definitively that it existed "to help parents to understand and provide for the needs of their young children. . ." From then on it has given positive encouragement particularly to groups run by parents.

Parents, it is argued, should have an opportunity to choose whether they want to be involved in their child's pre-school education or not, so there must be a choice available. That sounds sensible on the face of it, but two hazards arise. The first is financial. Most playgroups are still meeting all their own costs. Even renting shared premises, and paying their staff a pittance for a semi-voluntary job, they still need to charge fees (average last year, 35p per session) as well as fund-raising. The nursery class, on the other hand, is completely free. This is an over-riding consideration with many, if not most, parents, and makes a mockery of any pretence at free choice.

The second hazard is the Catch 22 of the pre-school world. Parents already hooked on playgroups are enthusiastic about the benefits to themselves and to their children, but parents not yet involved have no way of knowing what enjoyment and satisfaction they will get, nor of how much it may increase their understanding of their own children. And seduced by free, purpose-built, "educational" nursery classes, it is likely that they will never find out.

A community playgroup is one where parents take part in the play sessions and have overall responsibility for administration of the playgroup. The Pre-School Playgroups Association believes that where good community playgroups exist, local authorities should introduce no other provision, but should instead grant aid the playgroups or subsidize the fees so that no family is prevented for financial reasons from taking part.

MARGARET HANTON,
8 Gilkes Crescent,
London SE21.

Most playgroups round here have only one child.

Grant coordination is the key

Sir,—The reference to the PPA report on facts and figures (July 7), emphasises the growth in provision in nursery schools, Classes, playgroups which now caters for 83 per cent of three to five-year-olds.

While applauding this expansion over recent years it is deplorable that there are still many areas which are poorly provided for, while in others there are day nurseries, nursery classes, nursery schools and playgroups almost within a stone's throw of each other; and even appearing to rival each other in attraction.

In the poorer areas the fact that attendance at a nursery school or class is free is an important consideration. The hours of opening tend to help the working mother who is not always able to participate in the life of the nursery or school, and possibly finds her own fulfilment in work outside her home.

The playgroups offer quite a new area of participation for families where the mother is at home with her children, particularly in their early years.

Although "unpaid" workers at home, mothers are prepared to pay a nominal fee for their children to attend playgroup, and also take a full share in the running of it. Many mothers have found a new sense of fulfilment in community work which has grown out of playgroup practice.

The greatest drawback to the thoroughly comprehensive provision for under-fives seems to be in the lack of coordination between various departments that administer grants. There is no proper consultation between the authorities and the local voluntary groups.

Where more children are being absorbed into nursery schools and classes the tendency is for some playgroups to be phased out without any proper review of local situations; or attention given to wishes of parents themselves.

Perhaps the recent rapid development in mother and toddler groups points the way towards a still better self-help movement for supporting families through more effective use of the voluntary organizations involved.

JESSIE VAUGHAN,
8 Kingsley Road,
Leeds LS16 7NZ.

Confidential, but for good reasons

Sir,—Peter Newell raises important questions about the confidentiality of school inspection reports ("Report should not be a closed book", July 21). Maybe they should be published and circulated to parents and anyone interested. One can see the arguments—based on openness and accountability and the public interest—and they are very powerful.

On the other hand, one wonders how useful would such reports be? Would anyone be frank with inspectors about the problems in a school if nothing could be said in confidence? Would inspectors be ready to voice any criticism if they knew it could find its way immediately into the local press?

In this conflict of interests, the ILEA (like other local education authorities) has adopted what might be seen as a middle course. An inspection report is confidential, but confidential to the three groups of people who are most directly responsible for the school: the governing body (which includes two or more parents), the staff, and the members of the education authority. I have seen a number of these reports in the last year or two, and all of them contain criticism as well as praise. It is an impressive comment on the good sense of most people that in almost all cases the discussions in these three groups have produced an atmosphere in which teachers have felt able to use the criticism positively to improve their performance without feeling exposed or pilloried.

If there is a general feeling that such a procedure does not protect the public enough then we must continue to discuss it. But as far as the publication of an existing inspection report goes, my answer to Peter Newell must be this: that it would be quite wrong for the ILEA, or any authority to collect information and opinions in confidence, on the understanding that they were to be reported on in confidence, and then to break that undertaking by making the report public. That goes for the interim report we have had on Linden Lodge and any other report compiled under the present procedure.

But of course this does not mean that we are not deeply conscious of our obligations to parents, particularly in a situation like that at Linden Lodge where anxieties have been expressed. All parents have been invited to give us their views, either in writing or orally; those who have chosen to do so (a minority) are being individually answered. All parents have been told of the main recommendations our inspectors made for improvement, and again invited to discuss any matter that concerned them with the assistant education officer for special education. I earnestly hope that they will respond to this invitation, so that we will be able to use their insights to help us improve the situation at the school.

I also hope they will help us build on the strengths that there undoubtedly are at Linden Lodge, which have been most damagingly overlooked in the press publicity.

ANNE SOFER,
Chairman,
Schools Sub-Committee,
ILEA.

Comprehensive Suppliers for Schools Music Education
Sheet music, records, instruments.
The London Music Shop
The London Music Shop, 218 Great Portland Street, London W1N 6JH Tel: 01-387 0851 2 mins from Regents Park underground
OPEN SIX DAYS A WEEK

COURSES

EDGE HILL COLLEGE OF HIGHER EDUCATION
(An associate college of the University of Lancaster)

Division of In-Service Studies

Applications, from qualified teachers, are invited for the following full-time, one-year courses commencing September, 1979.

M.A.: READING STUDIES
DIPLOMA OF ADVANCED STUDIES IN EDUCATION : THE TEACHING OF READING

Full particulars and application forms for these and other full-time and part-time courses may be obtained from : The Secretary, Division of In-Service Studies, Edge Hill College of Higher Education, St. Helen's Road, Ormskirk L39 4QP. Telephone 75171, Extension 249.

CERTIFICATE IN COUNSELLING

One-year part-time course 32 weekly evening sessions from 5th October in the underlying psychodynamics of counselling. Lectures and seminars for Teachers, Social Workers, Health Visitors, Probation Officers, Marriage Counsellors, Ministers and allied professions. Recognised by ILEA and various other Education Authorities for grants.

Applications to the Director, Room 1
Lincoln Memorial Clinic for Psychotherapy
77 Westminster Bridge Road,
London SE1 7HS

THE TIMES EDUCATIONAL SUPPLEMENT READERSHIP

According to the latest yearly [illegible] Index, a continuous survey conducted by the British Market Research Bureau, *The Times Educational Supplement* has 701,000 readers.

This space costs £43 which is a most economical price for advertising your information to an audience of this size. Target Group Index © BMRB 1978.

BSc (Hons) Mathematics
By Part-time Study

This award can be granted in 4/5 years following an attendance pattern of one day and [illegible] (or equivalent) per [illegible].

Entry requirements include suitable 'A' levels. Teacher's Certificate, ONC, etc. Well-qualified candidates may be exempt from the first year.

Further details from :
The Science Faculty Registrar
Ref AH 207
North East London Polytechnic
Romford Road, London E15 4LZ
Tel : 01-555 0811, Ext. 40.

NELP

EXPERT HOME TUITION FOR
G·C·E
and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship).

Our exclusive methods of Home Study have brought over 300,000 examination successes, many first places. As every course is complete in itself no textbooks are required.

FREE 100-PAGE BOOK
Send now for a free copy of "Your Career" packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE
DEPT. [illegible] TUITION HOUSE
LONDON SW19 4DS. Tel. 01-947 7272
24-hour Recordacall 01-946 1102 for prospectus requests
Accredited by the Council for the Accreditation of Correspondence Colleges.

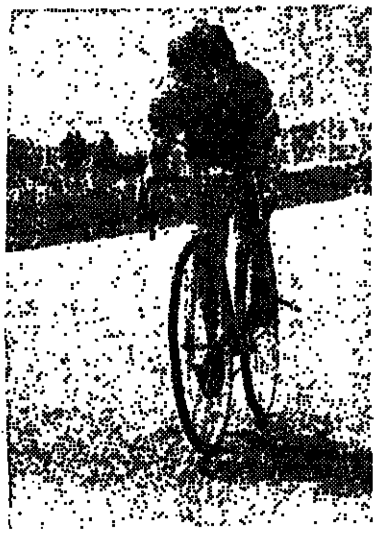
Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external
Degrees
as well as a wide range of
G.C.E. and Professional Courses
Write to the Principal, Wyndham Milligan, M.B.E., T.D., M.A. at the address below for a free prospectus giving details of all courses and introducing the expert tutorial team at Wolsey Hall who will personally assist your studies.
Accredited CACC
Member ABCC
Founded 1894
Wolsey Hall
Dept. BD1, Wolsey Hall, Oxford OX2 6PR.
Tel: (0865) 54231 (24 hours).

Buying or Selling?
Use the For Sale and Wanted Column in the *TES* classified pages to reach well over half a million people who read the *TES* every week.
Call our classified advertisement department on 01-837 1234.

HOME STUDY
- Fresh start courses
- GCE • Degree
- Professional
- OU preparatory

National Extension College Dept 148
131 Hills Road, Cambridge

Sport



Fast mover: Amanda Staines, Hadleigh primary school, Suffolk.

Cyclist adds to his laurels

by Stanley Levenson

Denis Lightfoot, of Penketh High School, Warrington, is the most successful schoolboy cyclist in the saddle this year. He has won more than 50 races, three of the most recent during two weekends of national schools championships.

Lightfoot won the under-15 hard track pursuit and sprint at Halesowen; then at Watton, Norfolk, he collected the circuit race title and might have added the time trial at Bungay had he not arrived with only seconds to spare after an eight hour journey from Liverpool. He came fourth behind Graham Barker, of Sprowston High School, Norwich, who set a schools record of 23 minutes 2 seconds for the 10 miles.

Another young man to collect three schools titles was Richard Lee (Dunraven School, London) who won the same categories as Lightfoot, but in the under-13 group.

The Sadler siblings were also among the winners: Gary (Bishop Walsh School, Sutton Coldfield) took the over-15 hard track sprint and his sister Karen won both under-15 sprints.

Fiona Survila (Bournville School, Kings Norton) won the over-15 time trial and circuit race and Jayne Axon (Maple Hall High School, Stockport) won the under-15 pursuit and time trial.

The powerful contingent from John Willmott School, Sutton Coldfield won five team prizes and also had individual winners in M. Paske and Andrew Fardon in the under-13 and under-15 sprints.

Beyond the call of duty

Fifty schoolboys and girls from many parts of the United Kingdom were rewarded for their special contributions to physical recreation at a ceremony in London at the weekend.

They were the pupils chosen for sports activities beyond the call of school duty, the culmination of a campaign launched last autumn by the Physical Education Association, with sponsorship from the National Westminster Bank.

More than 1,100 pupils were nominated and the 50 were the cream of those chosen after a series of interviews.

Records go

National schools weightlifting records were broken nine times as Britain beat West Germany 5-2 in an international match in London. Yorkshire boys Dean Willey (South Grove School, Rotherham) and Tim Williams (Scaitcliffe School, Todmorden) were the record breakers, in each case improving their own previous marks.

Girls' football

Bronte Ladies football team from Haworth beat Bulwell Youth Club, Nottingham, 2—1 in the girls final of the Sunblest five-a-side competition organized by the National Association of Youth Clubs. For the third year the same two teams had met each time with the same result. [illegible]

Although the death of the Italian boxer, Angelo Jacopucci at the weekend is likely to reinforce the clamour against the sport, there are signs of a revival of interest among schoolboys

Boxers fight back

by Owen Surridge

In recent years boxing has in many eyes become the ignoble art and some local education authorities, particularly those in the south and notably the Inner London Education Authority, have discouraged the sport in schools.

However, there are signs that the pendulum has now swung to its limit. Boxing clubs and youth clubs report an unprecedented interest and this year the Schools Amateur Boxing Association has had a record number of applications from youngsters who want to compete in the schools championship tournament.

Mr Len Inman, treasurer of the association, said: "For the first time we are not losing money on the event and BBC television are taking an interest for the first time in many years." He believed there would be a revival of boxing as a physical education curricular option in schools.

But this seems no more than an optimistic hope at the moment, for few PE teachers are trained to teach boxing. The colleges of education have long since ceased to offer the subject and in many institutions there is more or less open antagonism to the sport.

Boxing officials blame its decline in schools on a jaundiced Inspectorate who misunderstand the sport. Inspectors tend to the view that boxing was losing popularity with the boys as much as 25 years ago, that there was less and less call for it and that their advice against including it in the curriculum merely confirmed a decline that had already taken place.

The image of boxing was badly tarnished by two reports on brain damage: *The Medical Aspects of Boxing*, produced by the Royal College of Physicians, and *Brain Damage in Boxers*, by A. W. Roberts. Both appeared in 1969; they were based on medical evidence that severe and repeated blows to the head were liable to cause brain damage. Those responsible for schools boxing are to point out, however, that the reports were concerned only with the professional ring and bore relation to schools where the claim, boxing has a much cleaner damage record than many other sports. But a question mark has been writ large in the DES pamphlet *Safety in Physical Education* which raises warning signals in uncertain language.

Boxers see this as unfair bias against their sport and the Schools Amateur Boxing Association has campaigned to get the [illegible] removed. Mr Wilfred Young, secretary of the association said: "We could write similar comments about any other sport. The fact is that in the list of damage inflicted in the course of school sport boxing does not even come into the first 10. They get worse injuries in cricket."

Boxing injuries were usually limited to a black eye or "a nose" he said.

The knockout is likewise frowned upon. The association's referees have strict instructions to stop any contest once it is clear that one boy is in difficulties or risking a severe beating. "No referee would allow that", Mr Young said. "Our officials are told to stop fights the moment it becomes obvious which boy is not going to win".

Clearly the schools boxing world is taking care to give its opponents no cause for further raids on the integrity of their sport. Their stance is backed by Mr Denis Howell, the Minister for Sport, who is concerned about the disappearance of boxing from the PE curriculum. To quote Mr Young: "Character building is what it is about. It teaches boys to value fitness and that they must control their tempers; the boy who loses his temper loses the fight."

SCHOOLS AND COLLEGES!
Austin-Hall can solve your accommodation problems immediately.

Is lack of space causing you severe problems? Have you insufficient room to meet the curriculum range you must have? Do you need extra changing rooms or workshops? Do you need them for the new term?

Call Austin-Hall. Our new Mk.8 range of expandables and mobile cabins plus the exciting new Commodore are available NOW at any of our nationwide depots.

Call Stefan Dransfield on Huddersfield (0484) 37[illegible] for availability and terms.

Hire, lease or sale, Austin-Hall offer instant space solutions to educational problems.

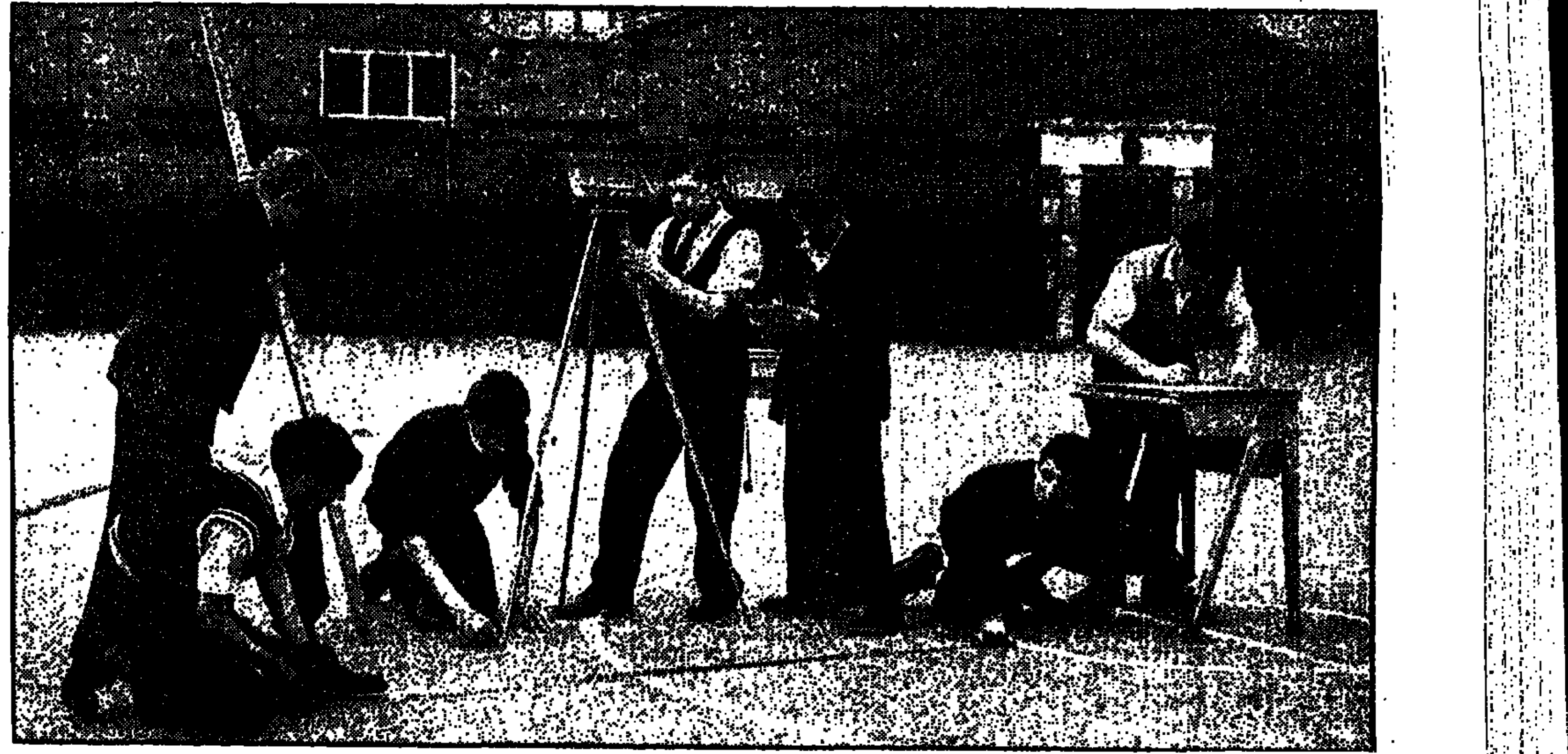
Austin-Hall Limited
(Incorporating Gillplant Limited),
Grosvenor Works, Leeds Road,
Huddersfield HD2 1YR.

AUSTIN HALL
A Pentos Company
Total Accommodation

Depots also at:
Bonnyrigg, Midlothian. St. Albans, Herts. Paddock Wood, Kent. [illegible] Yate, Avon. [illegible] West Midlands [illegible]

When they were good...

Were the secondary modern schools always a bad thing? Geoffrey Petter, a former HMI, remembers some of their more positive achievements



Class of '56 in a Southwark secondary modern; did the inspectorate use the wrong yardstick for assessment?

Since the 1944 Education Act, some 10 generations of boys and girls and many thousands of teachers have worked in secondary modern schools, painstakingly created out of the old standards five, six and seven of the elementary system. No one heralded the evolution of the selective pattern. Publicity was minimal: education had not caught the public interest and, more important, the classification of children by intelligence was normal and, in general, found acceptable.

Pioneer work in the thirties—for instance in Chesterfield, where reorganization into primary and secondary dated from 1931, and the school leaving age was raised by local by-law to 15 in 1935—indicated that the pattern could safely be adopted nation wide.

True, not one word in the 1944 Act suggested a tripartite system, but in the post-war decade, though doubt was cast on the validity of the technical secondary school—no one was certain whether it represented a second "creaming", or the identification at an early age of a specialized *kind of aptitude*—it was generally accepted that, for the 80 per cent who became secondary modern pupils, new opportunities were waiting.

Those of us involved in visiting, advising and inspecting the new secondary schools can testify to the success many achieved. We had no illusions that either prestige or success was automatic. Schools reflected the social climate, but the overriding factor determining public confidence in a particular locality was the personality, giftedness and dedication of heads and their staffs.

Given a school, large or small, in new buildings or old, where the head was convinced that he or she was catering for the "relegated", the unwanted, the left-overs, then morale tended to be low, expectations meagre and inspiration at a discount. Such heads reacted in much the same way as some grammar school teachers in bottom streams: they almost luxuriated in their seeming pity and near contempt for those they regarded as well nigh unteachable.

On the other hand, the front runners took up the challenge of the new opportunity. To the credit of those heads who showed initiative and imagination, they plunged energetically into their task, at a time when neither HM Inspectorate nor local authorities had much guidance to offer.

Modern schools were exhorted not to "ape the grammar school". This posed problems for those teaching the ablest. For average pupils there were no guidelines except the accumulated experience of all-age schools. Similarly, those with learning difficulties, hitherto a small minority in a multitude of elementary schools, now became a sizable part of the new modern school community.

Individually, pupils in these three roughly divided groups were familiar figures to elementary school teachers. Collectively, in what was a larger community than most teachers had previously experienced, they created academic and social problems on a smaller scale, but potentially as difficult, as those faced today in a comprehensive school.

The most successful modern schools were those which, in varying degrees, achieved three goals: they stretched the potential of the near misses for grammar school places; they discovered, by trial and error, how to provide for the middle range of pupils; finally and significantly, they made education mean something to those who found learning difficult.

But the factor contributing most forcibly to this threefold achievement was the morale of the community, the self-confidence generated among pupils and staff, and the confidence of parents and employers in the effectiveness of the school as a social and educational force.

In a flourishing modern school, what struck the visitor was that, even though buildings were old and amenities restricted, no one got lost in the crowd, and older pupils had, as it were, a place in the sun. This sense of security was enhanced when parents, sometimes themselves old pupils, were obviously glad that their children were at the school, and when local employers welcomed its products as employees.

That is the obverse side of the coin. The reverse is all too well known: a sense of relegation to the second best, usually generated by heads but swiftly spreading to teachers, parents and pupils themselves.

What went wrong? Could the system have worked? To begin with, we failed to discover a satisfactory yardstick for assessment. In the decade after the war, local authorities had advisers in practical subjects, in music and physical education, but the task of overall assessment fell exclusively to an HMI.

Immediately after the war the primary and secondary inspectorates, hitherto denominated "E" and "S", were combined, and the new primary schools and secondary schools were visited by men and women, some recently recruited, whose experience was limited to one field or the other.

In the 1930s secondary school reports had been written by teams of subject specialists in an almost ritualistic format. Elementary schools, visited by HMI and assistant inspectors (assimilated as HMIs in 1945), who were general practitioners, were reported on in a much simpler fashion, often by one inspector only. When inspection and reporting on secondary modern schools began in the late 1940s, it was a secondary format which was usually adopted, and it proved inadequate.

The headings—Nature and Scope, Premises and Equipment, Staff, Organization and Curriculum, Standards of Work, Subjects of Curriculum, Corporate Life—looked convenient enough, but what worked in selective schools rarely met the need to describe the more diversified programme of the modern school. The principal difficulty lay in trying to assess standards in individual subjects and in overall performance.

In assessment there were two yardsticks. Long before Plowden, progressive primary school thinking was in terms of growth, and of the need to encourage all boys and girls to fulfil their potential in their own good time. Meanwhile the academic tradition was to regard all performance in relation to a marked yardstick, the top of which was the first-class honours degree at university.

There was a precedent for adopting this yardstick in the modern school—standards five, six and seven of the elementary school could be regarded equally as notches on it; and the best performers on the old standard seven—the top form until the age was raised to fifteen in 1947—could be compared in some respects with their contemporaries in the third year of the grammar school. But for the majority for whom public examinations were inaccessible, such assessment was totally inappropriate.

The failure to do more than encourage the schools that appeared to flourish, and to exhort those who did not, was one reason why uncertainty about objectives persisted, reaching a peak about 1955. Two developments intensified this uncertainty.

In 1947 the statutory leaving age was raised to 15. Good schools revamped their programmes on the basis of a three-year course for all, plus one, two or three terms, depending on the date on which the pupil was entitled to leave. The faint-hearted scratched around for something to do with the reluctant conscripts.

What adversely affected all modern schools was the abolition of the School and Higher Certificates in favour of the GCE, with its age bar at 16. Theorists might argue that the beauty of the secondary modern school was the freedom which it enjoyed from the fetters of public exams. But most heads and teachers were, in practice, yearning for some form of public examination to provide a target for the best of their pupils.

The GCE was, and is, a single-subject exam. Boys and girls who could be persuaded to stay on for an extra year might take one or two subjects. A Conservative White Paper of 1956 had the effect of encouraging secondary modern schools to think in such terms, and it sowed the seeds which were to produce the Certificate of Secondary Education (1965) with all its attendant problems and extended opportunities.

But what tipped the scales finally was the research which invalidated the principle of selection at 11-plus. The watershed years were 1955-60. Between 1945 and 1955 the comprehensive lobby gained much ground, but by 1960 the issue had become political, though still largely contested in the professional arena. To arguments based on social premises had been added the more powerful educational arguments which were to make Circular 10/65 inevitable.

After 1964, when education became for the first time a public issue fought in the political arena, the fate of the modern school passed out of the hands of professionals. The irony is that the achievement that modern school teachers had striven for—a publicly recognized target to aim for, an exam to be taken which would have currency with parents and employers—proved their undoing when they had gained it. By demonstrating that their pupils could pass public exams and proceed to further education or a sixth form, modern schools presented one more convincing argument for comprehensive schools.

Even so, without the political and sociological pressures the modern school might have survived, perhaps as a 13-16 school. The Donnison Report on direct-grant schools contains perhaps the most ably argued case for the comprehensive, based on the fallibility of selection at the age of 11. But no one can read paragraph 190 of that report without realizing that it was abundantly clear to the Public Schools Commission that the process of selection might be postponed—it could not be eliminated.

Nowhere in the document is it stated that selection at 13 is anathema—in fact, as we know, choices made for the fourth and fifth year courses, however big or small the common core, inevitably involve classification to cater for several levels of target. Had public opinion been on their side, modern schools might have survived to enjoy the fruits of their labours.

As matters stood, the thousands of men and women who devoted their lives to a school now seemingly written off as a failure can console themselves. They pioneered universal secondary education, building good traditions, educationally and socially. They tackled the problems presented by a wide spectrum of ability, aptitude and temperament.

Most important, they could claim with some justice to have made the biggest contribution, in terms of teaching strength and educational philosophy, to the comprehensive school.

Geoffrey Petter was a member of Her Majesty's Inspectorate from 1946 to 1974.

Finding their own salvation

How do children of Asian origin, who were born and educated in Britain, cope with the conflicting pressures of family, school and, more recently, unemployment?

Kanta Walker goes behind the scenes of an inner-city youth club in Manchester

The youth club met in a characterless building. It was set in a concrete yard next to a church whose walls were covered by years of grime.

The club was in an inner city area, surrounded by cheap council flats and run down terraced houses. Dogs and children used its walls for differing purposes; the graffiti livened it up. It had the usual coffee bar, two small rooms, and an indoor gym. The music room upstairs had plasterboard walls which were ripped up from time to time.

Next door was the activities room, where younger children painted and played. The authorities had provided a large colour television, but not many seemed to watch it, as the area was open to everyone and lacked comfort and privacy.

Most of the doors and windows were reinforced with wire mesh to deter vandalism [illegible] broken, and the entrance usually had the door handles missing. Some of the equipment was unimaginative, and was hired and needed to be fed with coins. Most popular were the pool tables, where a list of players had to be prepared to stop the interminable squabbling and arguments over whose game it was.

Despite all this, the club was well used by the Asian boys, who met on Sunday afternoons, trailing younger children behind them. The younger boys were taken home at tea-time, and the older boys (16+) recongregated with the youth workers to go to Asian films or pursue other activities.

The music room was used by a group of boys who sang Punjabi film songs to the accompaniment of musical instruments such as the *tabla* (drums), the *chimta* (a percussion instrument), and the harmonium. The songs were usually romantic, wistful and syrupy, and mainly concerned boy/girl relationships.

The singers temporarily felt removed from the dreary lives they lived. One or two lived in the fantasy world of film "pop culture", and dressed accordingly. They were waiting for the openings in the film world that of course never came; but were able to arrange competitions with groups from other cities, or arouse a meagre interest during Asian music festivals when they appeared in public. Some of the Sikh boys also practised *bhangra* (Punjabi folk dancing).

The youth club had a number of part-time leaders, and a full-time field worker. They were all Asian, and all believed they were doing useful work. One was very keen for the younger boys to use their mother tongue, and would sell sweets to them only if they asked in Punjabi.

Most young boys spoke Punjabi with their mothers, and regarded it as a special way of communication reserved for the home. They were reluctant to use it elsewhere where they could get by using English. The despair of the leader was often expressed like this: "See what's happening to these kids? The schools don't care, and their parents don't care, and they don't know who they are."

To some extent he was right, as the boys had already begun to accept their second-class role, and even referred to themselves as "we, the coloured lads". They were born and went to schools here, but the schools had not given them any positive self-images.

Coupled with the acceptance of a second-class role was the ambivalence concerning their identity. This manifested itself in the anglicizing of Sikh names; for example, Tak Singh had become "Tex", Nake Singh "Nex", and there were a number of Bobs, Peters, and Daves. Substantial numbers of Sikh boys were clean shaven, but the younger boys still wore long hair plaited in neat buns, and sometimes wore bright turbans.

But pressures were on them to conform in the classroom, and not draw attention to themselves. I was told that teachers sometimes suggested that they have their hair cut to avoid recurrent fights with other children, who called them "bun head", "turban head", etc. One little boy asked me: "Would Baba (the tenth Guru) be angry with me if I have my hair cut? Would it be all right if I say a prayer first?"

There was an atmosphere of tolerance in the club. Sikhs and Muslims predominated, although there were occasionally a few Bangladeshis and East African Asians. The older boys spoke in a mixture of English and Punjabi, and swore liberally in both languages.

Youth leaders in the club changed fairly rapidly, depending on the employment situation, but the field worker stayed the same. Initially he was an analytical chemist, but gave up his post to do full-time youth work after having worked with Asian youth in Southall. He was a firm believer in separate provision for Asian youth, because he felt the atmosphere was not conducive to multi-racial activities, and that because of racial discrimination Asian youth clubs fulfilled a real need:

"Asian kids don't like to go to a club which they are not made to feel a part of, and where they are made to feel that they belong to a particular place. Here they have a sense of belonging. They come and listen to their music; they bring their own Asian records with them. They get games like Kairam which might be a minor thing to you but it matters a lot."

On "integration" he said:

"In order to have integration, I believe that you've got to have people who are willing to accept your individuality. . . . If you want people to go to a mixed youth club for the sake of it, that's not on. The young people need to be given some sort of basic hold about their identity, about their capabilities, and about their egos; only then would we integrate."

This ethnic youth club existed also because the Asian boys did not feel they were welcome in other clubs. Although the facilities in the club were meagre, it helped the Asian boys to have a place of their own and they were willing to travel some distance to it.

Normally most Asian boys were law abiding and steered clear of trouble, but because they lived in inner city areas with high unemployment and petty crime rates, some of them got into difficulties with authority. Two or three were on probation. Police in the area were thought to "pick on" Asian youths, and boys complained of being harassed if they stood together on corners, or went to the market in groups.

Those on probation complained that the officers had little conception of the difficulties faced by Asian youth:

"Probation is no use. They see them once a week. For example, this lad T., he's got this young girl probation officer. After the first five minutes she doesn't know what to say to him. She has no conception of the type of life he leads at home, the problems he has. What use are these people to them?"

The education system did not make allowances for the background of these boys. Their schools had no Asian teachers, the social services had no Asian social workers, nor had the probation service. The field worker did some counselling, but he had no premises, and most of his clients had to be seen in pubs and other public places.

At least 30 of the boys were of working age, but 20 were unemployed. Some had been looking for work for two years or more. Most did not bother to claim unemployment because they found the process humiliating. They relied on temporary work on market stalls or Asian factories, but this was erratic. "A", a handsome lad of 18 who spoke English with a local accent, had applied for some 200 jobs. He had gone to a Government training course, but had found no work. He came to the youth club because it gave him something to do, and "took his mind off things".

A large number of the unemployed boys were talented and artistic, and were occasionally given an opportunity to act at a local theatre. "A" had left school two years ago, and had five O levels; he had spent two years looking for work, and had reluctantly decided to go back to further education.

However, time hung heavy for some, and boredom was a continual problem:

"It was Sunday morning and I had nothing to do, so I goes to my uncle's shop and ring this number like. It's a marriage broker in London. I pretends that I am an old man and ask, 'Are you the fella who arranges marriages? I have got this son here—he's got into bad ways. Goes out with white girls like. Have you got any girls? He is 6 ft tall so the girl needs to be 6 ft.' (laughs). It costs me 20p, but it was good for a giggle."

Most of the boys I worked with had come to accept the nature of racism in Britain, and had no illusions about their role in society. They realized that they would only get inferior positions—if they got jobs at all. But not having a job meant a considerable loss of dignity and self-esteem:

"I get up each morning and put on a clean shirt and look in the mirror and say to myself: 'Don't give up. You're surely able to do something.' I get the evening paper at lunchtime and make the rounds and come home in the evening, and go straight to bed and say to myself, 'Old son, you're nothing. Nobody. You've got nothing to offer'. And this has gone on for 15 months."

A lot of these boys had a great deal to offer, but there were no projects or JOP schemes in the area to provide work for them. Morale was low and leadership existent; they thought the white p[illegible] were "not bothered", and left [illegible] alone to find their own salvation.

It was not surprising that a sm[illegible] were experiencing conflicts with their families, particularly their fathers. They did not like the low status their [illegible] had, or the type of jobs they did. Working night shifts and overtime, fathers [illegible] little time to spend with their sons.

The long-drawn-out entry permit system had also meant considerable de[illegible] in reuniting families, and created barr[illegible] between adolescents and their fathers because of early separation. Although the arranged marriage pattern was already beginning to show changes, a large number of boys married girls [illegible] were born and educated in Britain, [illegible] number of conflicts did involve boy-girl relationships, and led to tension[illegible]

Yet it was relatively rare to meet a young person from a very strict (orthodox) family background; but this occasionally did happen:

"There's this lad I know who is dea[illegible] scared of his dad; can't talk to him [illegible] not allowed to do anything at home [illegible] isn't let out. One day he came to the club and busted all the china. The police came and got him. He is at [illegible] now."

Others displayed varying degrees [illegible] conflict and frustration:

"I have no relationship with my father [illegible] speak of. When he is at home I [illegible] go into another room. When I try [illegible] argue with him he starts to shout [illegible] parents—they are so silly. They [illegible] up their children's lives. I am not [illegible] only one."

In fairness to the parents, it must [illegible] pointed out that they lived in an atmosphere of insecurity, exacerbated by [illegible] racism in all areas of their lives. The[illegible] children had already lost their ability [illegible] read and write in their mother tongue and their communication with their parents was sometimes already weak.

The schools taught only the values [illegible] the dominant culture—there were [illegible] Asian teachers who could reassure the parents that their children were not [illegible] to leave them. In parents' eyes, "talking back" was an indication that their [illegible] insecure [illegible] further questioned their [illegible]tions.

Many young people found the reality of their lives too grim, and took shelter in escapist fantasies:

"I have this friend who has a connection with Saudi Arabia. I think I will leave home and go there. I am not the only one; there are a lot of lads like me who have nowhere to go. Our parents' [illegible] of life isn't really the right one for [illegible] I know it spells out a lot of unhappiness for me for a start—to leave home [illegible] leave behind the people you love [illegible] never easy, but I'll do it."

Arranged marriages were generally accepted as a cultural fact, but they induced a good deal of tension and [illegible] Where the adolescent already had a [illegible] tionship, they induced profound feelings of guilt and ambivalence. The adolescent always tried to accept parental authority:

"I wrote a letter to R and in this letter gave her my friend's address, and [illegible] up a fictitious friend (Susan) to [illegible] letter back. 'Susan says to write to her at this address', I said. They saw through it and wrote to my father like, and did not let her get this letter. My father—he had a big fight with me saying 'Why did *you* write?', and abusing me like. I know I should've answered him back, but I couldn't."

Again:

"My parents and my family are using me. They want me to marry my cousin so that my sister could get married to her brother. And they keep holding this gun to my head, saying: 'It's your sister's future, y'know, if you really wish to ruin her chances'. Or: 'It's *for the* sake of the family or our honour'. Whichever way I turn I seem to be caught."

The extended family was fast breaking up, and the socialization of the young adolescents to the British culture meant less loyalty to the extended family. Issues that were important to the parents were no longer so to the sons.

Other boys kept their relationships strictly secret:

"I go out with white girls quite a lot. I picked up this girl when I went to a dance with my friends and they had girls. So I ask this pretty girl to dance with me, which she did. But I can't bring her to my area or take her to my parents at all. You see, they don't know nothing about this. Some time I take her to —— for a meal, but it's not very often, and then I am always scared that somebody tell my parents."

There were no easy solutions. If they avoided direct conflict with their parents and kept their emotional lives secret they felt guilty. Some of the boys had resorted to very stylized "game" relationships. They took risks, and their relationships had a degree of "dare" which meant defiance of parental authority, and afforded a sense of adventure:

"I change my girls every three weeks or so. I never tell them where I live. I pick them up at a club or at a dance, and go out for a while, and when I get bored I give them up. You see I don't want to get involved but enjoy *life. Next* time I just won't turn up and *a girl* will wait for a while and think that maybe I have forgotten, but she can't get in touch with me. . . . I do feel guilty about fooling around with so many girls but I can't marry a white girl; people will talk and say things to my parents."

Loyalty to parents came first, but the adolescents found it difficult to adjust to the conflicting standards required by their parents and the Asian community on the one hand, and their needs and inclinations in British society on the other. Some of them rationalized their conflicting feelings by pointing out that most boys kept secrets from their parents.

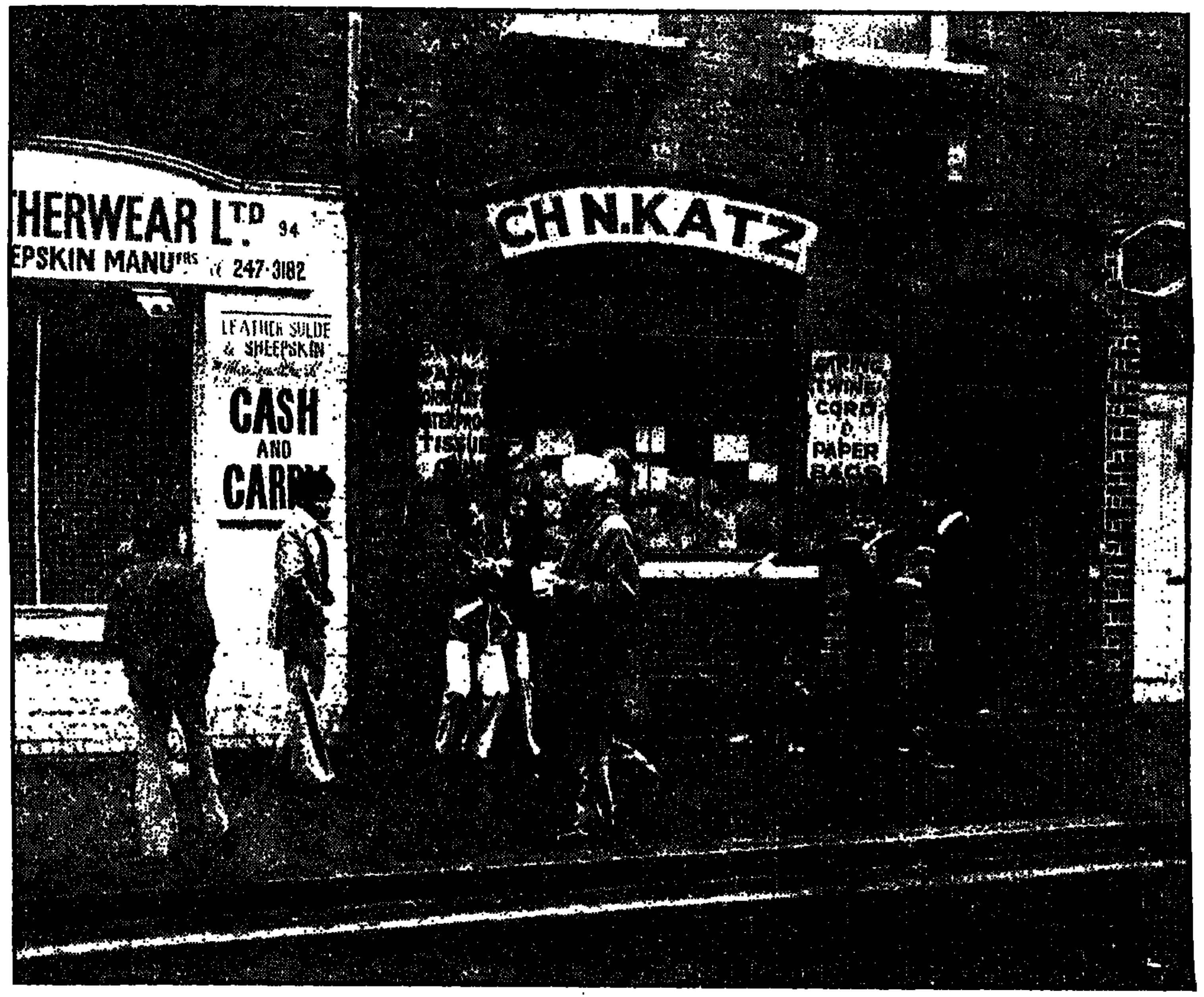
Others were faced with greater confusion; they led a fantasy existence, and tried to deny their Asian identity in order to get what they hoped would be greater acceptance from the white society:

"English girls don't like to go out with Asian boys. They prefer black boys. When I pick up a girl I tell her that I am Persian or French, which is OK for most. I have my hair done in a different style, and dress smartly and keep myself clean. . . . I am not as *dark* as I am now. You see, I have been spending all the week on the markets like and the sun has made me black. Usually I am more gold coloured like, and look Middle East."

Asian adolescents face considerable pressures, both from outside, where society discriminates on the basis of race and colour, and from within, when the parents, because of insecurity and fear, are reluctant to give greater freedom to their sons, in case they are abandoned by them in their old age, just as they see many white people are. The adolescents sandwiched between these conflicting forces have acute feelings of non-belonging, helplessness and depression:

"I get real depressed thinking about myself and all these things I told you, but what can I do? I have to tell lies and play tricks just to get away some times and enjoy myself. I don't like it, but my parents are happy, they think I am a good boy, but they don't know much about me. Nobody does, and you mustn't tell them about me."

Kanta Walker is coordinator of the Joint Asian Youth Survey Project in Manchester.



On the streets and in the sweatshop—two moments from I'm Here, a film made by a group of Bengali boys about their lives in England.

Shoot-out at high noon

Nicholas Wapshott on the demise of the Western

It takes a season of films like those of Anthony Mann, starting next Tuesday at the National Film Theatre, to bring home just how rare it is to see a Western at the cinema nowadays. That predictable, moral, masculine genre has all but disappeared and no single film type has taken its place.

Westerns were never, of course, solely about cowboys and Indians, cattle rustlers, cavalry and midday duelling. The repetitive plots and the hackneyed lines were an all purpose shell within which directors, writers and actors could pass off their ideas to a wide public.

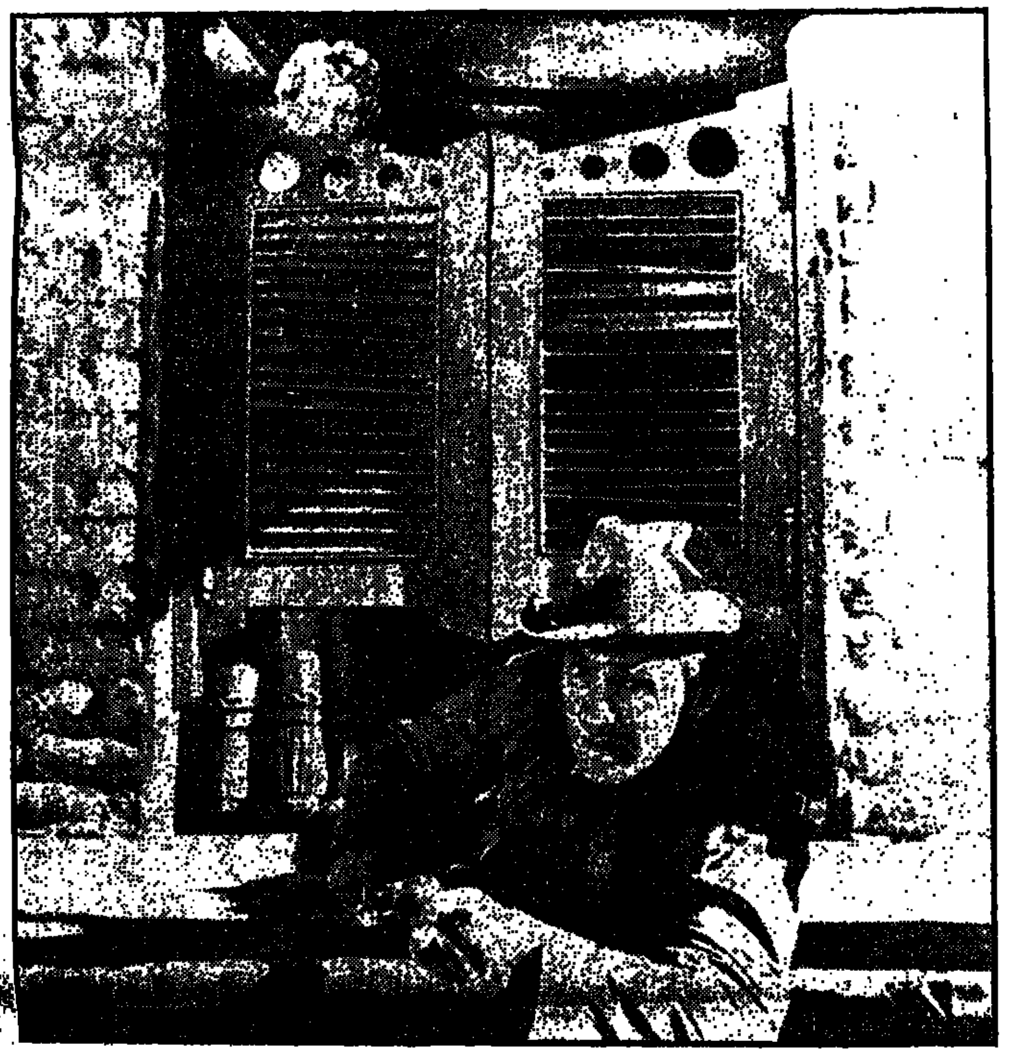
Anthony Mann was quite open about using the genre as a vehicle for the sort of notions which a regular addict would avoid like a nip from a rattler. "The West is the one place where audiences will accept the violence and passion of the classic writers", he once said, and went on to list how he had adapted the classics to his own ends.

He described his *Winchester 73* as "the Cain and Abel story" and confessed that another of his Westerns, *The Furies*, was cribbed from Dostoevsky's *The Idiot*. He died in 1967 while making *A Dandy in Aspic* with Laurence Harvey, but he had already outlined an ambitious plan to transform *King Lear* into a Western.

Provisionally titled *The King*, it would have begun with a Southern rancher called King returning home after the Civil War. Fearing that the North intends to confiscate his land, he decides to give it up to his daughters yet retain control himself. Mann envisaged Cordelia as "a tomboy who loves riding" and that Gloucester would be the ranch manager, "the guy who has been with him since he took the land from the Indians". The hapless Edmund would have been "the bastard son, the half breed who for revenge tries to destroy the ranch through the daughters".

Sadly the film was never made but it is clear why Mann found the plot of *Lear* so [illegible] mainly on Westerns and preferred themes where heroes and villains were indistinguishable, where families divided against each other and where the main characters suffered from psychological strain and mental disorders. Mann exploited and was himself seduced by the fashionable "dollar-book Freud" popularization of psychology.

A Mann hero was usually motivated by a psychotic obsession to take revenge upon a friend or relative who had betrayed former loyalties. Treachery among close friends and the dogged pursuit of justice are to be seen in all his most successful Westerns, as is James Stewart, the archetypal reluctant hero, driven by instincts which he does not quite understand.



Winchester 73

National Film Archive

This picture of mental turmoil leading to violent results, of internal forces guiding man's behaviour, contrasts with his emphasis on vast, boundless landscapes, rivalling those of John Ford, and how that scale impinges on the conduct of the men within it.

Mann's career may be divided into three parts: the forties crime thrillers (*T-Men*, *Border Incident*); the fifties Westerns; and the sixties epics (*El Cid*, *The Fall of the Roman Empire*). It was, however, the westerns for which he rightly became acknowledged as an inventive and original talent. He was among the first, in *Devil's Doorway*, with Robert Taylor as a Shoshone tribesman, to highlight the plight of the Indian in US society and raise questions about contemporary racial prejudice.

With his revenge Westerns (*Where the River Bends*, *The Man from Laramie*, etc) he contributed to the move away from the strictly narrative, straightforward Western to a more complicated view of characters and motives. Central to this was his blurring of good and bad moral elements, the contradictory nature of the hero and the use of violent, unlawful means to satisfy one man's view of righteousness.

Mann's themes reflect the wider preoccupations of the United States in the fi waging of the Cold War, the televi ing of Communist sympathizers in industry, the resort by neurotics hand methods in the name of crusade, meant that Mann's fil contemporary flavour.

But if, as Philip French and oth the Western provides an insight int tics of the United States, what demise of the Western during the tell us about the level of American debate today?

Peckinpah's string of sixties showing cowboys as anachronistic romantics, vainly trying to resist served notice on the genre. By the Mel Brooks had mercilessly disse ridiculed every last device and even had a character shot for suggest that "we could head them off pass"—the Western was all but dea

In the fifties there was a wide belief in the United States that the would shortly be replaced by science With the advent of *Star Wars* and *Encounters* it would be easy to assum this prediction had been belatedly con Science fiction is founded upon hyp intellectual projections and the tion of the present day through futu and would be a most suitable succes the Western as a moral vehicle.

However, science fiction is too cated to be as accessible to a wide as were Westerns. It takes an ope and imagination to make the most of fiction and it can survive withou identifiable characters. Its main interest is, by definition, alien ence.

Perhaps crime thrillers, and particu those which form television series, are true successors to the Westerns. In Americ *Kojak* and *Starsky and Hutch* (a pale tion of its cinematic source Bean), typify the tone of their decade neatly as *Perry Mason* and 77 Sunset Str did theirs.

In Britain, where Westerns were, in case, an inappropriate form, the diffe styles of *The Sweeney*, *Z Cars* and Dixo *Dock Green* accurately reflect the issue their times. Dixon, for example, would more investigate a case of gang rape Detective Inspector Reagon would try habilitate a pilfering tramp.

The Western, however, gained from set in another time and another place. can seem all the more poignant if refl in the familiar conventions of the Wes where differences of opinion and can be settled by a shoot-out on the street at high noon.

Aardvark to zythum

Valerie Alderson on the complex art of indexing

In 1957, Norman Knight wrote to *The Times*, seeking a fellow indexer with whom he might exchange views and discuss professional techniques. Now, the Society of Indexers, which was the direct result of that letter, has just celebrated its coming of age with its first International Conference. During the intervening years, the Society has consistently campaigned against the view still held by many publishers that the index is something to fill the blank pages at the end of the book and can be made up by anyone in the office.

Anyone who attended the conference would have been quickly disillusioned, for he would have discovered that indexing is an historic and complex craft. Professor Wellisch, who talked about multilingual and multiscript indexes, confined his examples to early herbals, where the index—in Latin *and* Greek—began to appear in the late thirteenth century and was soon to be found classified, fully alphabetized and in several languages and scripts, well up to modern standards. (There was, however, one rather disastrous case where the "indexer" attempted to combine Greek and Roman scripts in *one* alphabetical sequence).

The complexity of indexing was also brought home by Professor Pearson's discussion of the problems associated with oriental names. For example, the indexer faced with a Chinese-character name might find it severally transcribed as: Ng, Wu, Hu, or Goh; and as if this were not enough, there might be even more variation when transposed to French or German rather than English. It is so easy to take names for granted; but the specialist indexer, who is aware of the variety of forms and alternative juxtapositioning of given and surnames, has to exercise a great deal of discretion in deciding the form these shall take in his index sequence, taking into account the needs of the user.

It is the need for this kind of judgment, which has to be exercised even more where decisions on subject entries are to be made, that makes the Society's members confident that they will be able to absorb and turn to their advantage the advance of computer indexing, rather than being ousted by it and declared redundant.

That there is still a long way to go before the index in many books comes up to the high standards expected of registered members of the Society is obvious to anyone who regularly reviews non-fiction—never more so than in the field of children's books. Michael Marland, calling for the teaching of study skills, and in particular the use of the index, was, of course, quite right; but he might give some thought to the paucity of material available to which those skills may profitably be applied.

Archie Turnbull, of the Edinburgh University Press, talking about publishing economics, was quick to point out that the index does not have an essential role in book production—books will sell with or without an index, whether it be good or bad—although he did agree that this was not a desirable situation or one which his house would necessarily condone.

But, as he said, the publisher is chiefly concerned with getting his money. He does not sell direct to the user, who *may* be concerned with the quality of the index, but to the bookseller, who rarely seems to give it a thought when placing his order. This means that the kind of marketing pressures, which can, for example, be directly related to the jacketing of a book, are virtually non-existent where the index is concerned. (How many reviewers actually mention the index even though they may have found it inefficient and inaccurate when compiling their articles?)

That the Society of Indexers is making some headway in establishing itself as a professional body is evident from its extensive and international membership (there were representatives from 15 tries at the conference, and there are three affiliated societies, in America, Austra lia and Canada). But they still have a way to go in persuading publishers that are an essential part of book making can justify expenditure on equal terms illustrators and designers. Those of us who have to use reference works need no vincing: the index is, as Mr Marland an essential tool of research, the key analysing and synthesising information, of the quality of that analysis and synthe will depend on the excellence of the provided, and this, in turn, depends on the professional skills of the indexer himself.

The conference provided the venue for the presentation of the Library Associ 1977 Wheatley Medal for an o index to T. Rowland Powel for his Index to Archaeologia Cambrensis 1901-1960 *published by the Cambrian Archaeological Asso ciation.*

Two indexes were commended: Hel*rold's index to* Hamilton Bailey's Emergency Surgery, *edited by H. A. F. Dudley and published by John Wright; and Con index to* Halsbury's Statutes of England *46, continuation volume) published by worth.*

On and off the shop floor

David Marsh

The Fifth Estate: Britain's Unions in the Seventies. By Robert Taylor. Routledge and Kegan Paul £7.50. 7100 8751 9.

Living with Capitalism: Class Relations and the Modern Factory. By Theo Nichols and Huw Beynon. Routledge and Kegan Paul £5.75. 7100 8594 X. £2.75 7100 8595 8.

Workers' Participation in Industry. By Michael Poole. Routledge and Kegan Paul £2.50. 7100 8824 8.

Industrial Relations. By Michael P. Jackson. Croom Helm £8.50. 85664 194 4. £3.95. 85664 199 5.

Humanising the Workplace. Edited by Richard N. Ottoway. Croom Helm £7.95. 85664 345 9.

Mining and Social Change. Edited by Martin Bulmer. Croom Helm £6.95. 85664 509 5.

The Sociology of Industry. By S. R. Parker, R. K. Brown, J. Child, M. A. Smith. George Allen and Unwin £6.50. 04 301082 2. £2.95. 04 301083 0.

Trade Unions Under Capitalism. Edited by Tom Clarke and Laurie Clements. Fontana £1.95. 00 634883 1.

Are the trade unions too powerful? Does a union card confer more power than a parliamentary vote? Any observer of the mass media might be forgiven for believing so. Unfortunately, such conclusions are usually based upon impressionistic and subjective judgments rather than considered analysis. Fortunately the trade unions have become a subject for academic as well as popular consideration. It is hardly surprising that much of this work concerns their role in industrial relations, nor that particular attention has recently been given to the advent of, and prospects for, industrial democracy. At the same time, others have been more concerned to examine the broader role of the unions in relation to the state, society and the working class. These books reflect a growing interest.

Obviously empirical research has little value unless it is related to a theoretical perspective within which it can be interpreted. As most studies of trade unions implicitly or explicitly operate with a view of their role within society, it is better if these theoretical positions are made clear.

There are at least four distinct theoretical perspectives which can be found in the literature on trade unions. Three of these perspectives are evident in these books, while the fourth is discussed and criticized by some of those authors and is common in other literature.

The pluralistic interpretation of the industrial organization is probably still the dominant one, although it comes in a number of forms. This perspective takes a benign view of Western industrial society and of its pattern of industrial organization. The firm or organization is seen as a coalition of interest groups presided over by directors and top management who arbitrate between the often disparate interests of all those affected—employees, shareholders, consumers, "society" and the "national interest". Here trade unions are the means by which employees organize themselves to meet management on equal terms in order to negotiate. On occasions there may be inequalities of strength, but the essence of the pluralist position is balance; no inequalities are persistent or severe enough to discredit the system so far as either management or unions are concerned.

It is essential in this view, then, that neither side has sufficient power, or can exercise sanctions in such a way as to disrupt the system. Trade unions are vital and useful and are assumed to hold power roughly equivalent to management and to exercise it in a reasonable way. This perspective clearly underpins most textbooks in industrial relations and can be seen as the major orientation in the works by Jackson, Parker et al, and Taylor.

However, it has come under criticism from a variety of directions. Recently it has been common to see impositions on trade union power which claim that the balance of industrial relations is disturbed because unions are too powerful. It is argued that they possess, in the strike, a sanction capable of disrupting the system, and that they can use this sanction to achieve their ends of better pay and conditions at the expense of the interests of others.

No author here takes such a position. Indeed Taylor, in two chapters which deal with the unions' economic and political influence, effectively questions this stance. The two other positions which are critical of the pluralist perspective are very different from this one. Although both see power as concentrated, rather than dispersed, in industrial society, they see the trade unions as having too little power or influence rather than too much.

Increasingly reference is being made to the development of a "corporate state" in Britain. In this view power is concentrated in the hands of the state or the government which uses the corporations representing both employers and labour to impose government policies upon their memberships. The trade unions have insufficient power to stand up to the state and their leaderships are emasculated by their contact with government and fail to represent the real interests of their membership.

In one variation of the corporatist perspective the state is seen as having an interest of its own (usually not adequately defined) which is not synonymous with the interests of any particular group within society. The state thus uses both employers' and employees' corporations to forward its own interests. However, there is also a neo-Marxist variant on this perspective which is evident in the study of ChemCo by Nichols and Beynon.

Here the argument is that the state forwards the particular interests of the owners and controllers of capital and uses the trade unions to legitimate that interest.

Indeed, it is the Marxist perspective which offers the most radical critique of the pluralist position. In this view trade unions become a means of subordinating the working class to capitalism.

Studies of industrial relations, then are usually informed by one of these orientations towards industrial society and the role of trade unions in society generally and in industrial relations in particular. This becomes evident on looking at the discussions on industrial democracy in these books.

It is the pluralists, of course, who are the greatest advocates of industrial democracy. They believe that its introduction will humanize the workplace and encourage cooperation between the two sides of industry giving workers and unions a greater stake in the operation of industry. This view is directly expressed by Ernie Roberts in his contribution to the Ottoway reader: "Democracy is essential to free human beings. They must have democracy in all aspects of their lives, and above all in the place where they spend a large part of their life: that is, where they earn their livelihood."

The corporatists see the development of industrial democracy as inevitable because government by involving both management and unions in decision-making within companies can more easily control both sides. The Marxist perspective is in some senses similar although it is essentially different. The Marxist views the moves towards industrial democracy in Britain as an attempt to institutionalize suppression of industrial conflict within Britain.

Clarke expresses this view very clearly in his contribution to the Clarke and Clements reader: "Most schemes for industrial democracy will involve an absorption of workers' representatives into capitalist forms of control, not a transcending of these: they will bring about the more effective integration of workers into existing economic and social relations, rather than produce any basic alteration in the capitalist system."

The Marxists find themselves in agreement with the conservatives on this issue. Both oppose the introduction of industrial democracy—but for very different reasons. The conservative sees unions as already too powerful. Indeed Poole, in his review of the subject of workers' participation in industry reports John Methven, director general of the CBI as commenting: "unless (the Bullock) report is challenged ... the corporate face of Britain will be changed irretrievably and trade unions will control even more peaks of the economy."

A good textbook should not be obsessed with detail but rather concerned with presenting various perspectives and then examining the data in the light of these perspectives. Given these criteria, Michael Jackson offers a balanced, thorough survey of industrial relations in Britain which will prove a welcome addition to the textbooks in the field for use at degree level.

In contrast, Parker, Brown, Child and Smith, covering much of the same material in their review of the sociology of industry, seem less successful, despite the fact that this is the third edition of their book. Their consideration of the role of government in relation to industry and industrial relations is cursory and lacking in any real analysis while Jackson's chapter, although restricted in its scope, is both more informative and more interesting.

In its more specific field, Poole's review of the literature on industrial democracy is thorough and up to date with a consideration of the Bullock Committee's Report and its aftermath, although not, of course, of the Government's recent White Paper.

This is a book which, in examining both employees' and employers' attitudes and discussing comparative material, presents the material in a readable way but is intended mainly for degree level students. In contrast Richard Ottoway's reader *Humanising the Workplace* deals with a wider area, looking at the effect of technology in general and computers in particular on the work situation as well as examining the area of industrial democracy. It is unlikely to be of much general interest and some of the chapters, notably those by Roberts and Rice, seem very thin.

For the more general reader the most interesting and informative of these books will probably be Taylor's consideration of the unions in the seventies. It is a well-balanced and thorough study in a field where some of the literature tends to be clouded by political judgements. Although it is very readable, its use will be limited as an academic book because it fails to confront various theoretical problems, or to give any consideration to the Marxist perspective.

However, a remedy is at hand: Clarke and Clements reader presents an excellent exposition of the Marxist position on unions through the eyes of both classical and contemporary Marxists.

Most of the chapters have already been published but many of them (for example, those by Fox and Anderson), are well worth reprinting. The book represents a stimulating challenge to more orthodox analyses of trade unions.

One last point should be made. The whole field of industrial relations suffers from a shortage of detailed empirical consideration of actual industrial situations which are then interpreted against the background of a thorough theoretical analysis.

In this selection there are only two case studies of this sort. Martin Bulmer has edited *Mining and Social Change* which is a study of Durham County in the twentieth century. It contains a disparate series of pieces, many of which are very interesting. However, the reader is provided with data and then usually left to interpret it. In contrast, Nichols and Beynon are concerned with analysing industrial relations and class relations in a thinly disguised British multinational chemical producer, ChemCo. They operate from a neo-Marxist perspective and offer a great number of insights into both the attitudes of workers and their relations both with management and the corporation. Their analysis is particular and their theoretical position may be questioned but their work is always informative and interesting.

METHUEN

A Textbook of Economics
MURRAY WOLFSON

This book introduces a new departure in the teaching of university economics, reflecting the intensive development over the last two decades of linear economics and general equilibrium concepts. The author uses the newer techniques of input-output, linear programming and matrix models of macroeconomics as the fundamental ideas through which the subject is taught. These techniques are used as simplified views of the economy, and are shown to be easy to understand.

By being able to apply the material to current problems the reader can grapple with broader social decisions in a realistic way. Almost from the start the student is involved in making judgements on inflation and unemployment, pollution and natural resource use, distribution of income, and international economic policy.

This then is a comprehensive text, designed to give the student a practical grasp of the subject in a way that is immediately applicable to social issues and matters of public policy and interest.

Hb 0 416 77080 0 £12.00
UP 0 416 77090 8 £6.50

The Young Drinkers
A cross-national study of social and cultural influences
JOYCE O'CONNOR

In this original sociological research study, Joyce O'Connor explores the influences on drinking behaviour and attitudes towards drinking in the young. Three groups of young people and their parents are researched to examine their drinking behaviour and customs, attitudes towards drinking, and the social function and meaning of alcohol within each group. The author provides hard facts in an area which, though of great social concern, is surprisingly ill-documented.

Hb 0 422 76380 2 £14.25

Reading Television
JOHN FISKE and JOHN HARTLEY
New Accents Series

Reading Television pushes the boundaries of television beyond the insights offered by sociology and psychology, into those offered by cultural studies and textual analysis. Using the techniques in this book, it will be possible for everyone who has access to TV to produce illuminating studies, not only of the programmes themselves, but also of the culture which produces them.

Hb 0 416 85580 6 £5.50
Pb 0 416 85560 1 £2.50

Boundary Layer Climates
T. R. OKE

This text, designed for the non-meteorological specialist, aims to analyse the nature of the atmospheric environment near the surface of the earth. Not only does it show how climatic phenomena are produced and affected by surface layers, but also reveals how man can modify surface or atmospheric conditions to affect the earth's climate.

To be published in August
Hb 0 416 70520 0 £10.50
UP 0 416 70530 8 £5.75

TAVISTOCK

Sociology of Educational Innovation
TOM WHITESIDE
Contemporary Sociology of the School Series

As a result of the unprecedented educational expansion during the 1950s and 60s there has been much innovation with regard to what is taught, to whom and how it is taught. In this book Tom Whiteside explores the myths that surround the style and nature of educational change and argues that many problems related to innovation have been inadequately dealt with in the existing literature.

Hb 0 416 55820 8 £4.50
Pb 0 416 55830 5 £1.90

UP denotes University Paperback
SSP denotes Social Science Paperback
These prices are net in the UK only

Beyond an ode to Psyche

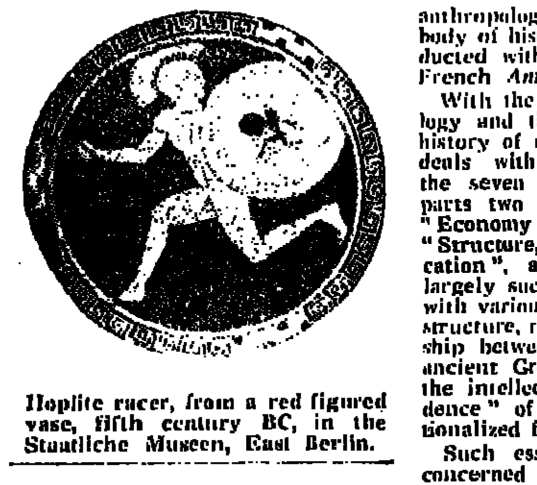
Roger Just on classics and anthropology

Anthropology and the Greeks.
By S. C. Humphreys.
Routledge and Kegan Paul £9.95.
7100 8785 3.

When classicists invoke anthropology it is all too often still with reference to fertility, matriarchy, magic or some other aspect of the irredeemably exotic lurking in a corner of the classical *psyche* or in the prehistory of the Greeks where it can safely be assumed to lie beyond the bounds of most sensible scholarship. Perhaps this is not surprising.

Frazer continues to be the best known anthropologist to those outside the discipline (even if he has been the least influential writer within it), and it was the nineteenth and early twentieth centuries which saw the collaboration of anthropology and the classics before they recoiled in mutual suspicion. Happily this situation is changing, and a number of present-day classicists and ancient historians are looking again towards anthropology not in the hope that it might provide them with ready-made theories to handle such elements of the "irrational" or the "primitive" as fall outside their competence, but in the realization that classical studies and anthropology are engaged in an essentially similar undertaking: the description and analysis of the forms of social life.

In this context much is owed to Sally Humphreys, and on two counts: first, for the establishment at University College London of a combined course in ancient history and social anthropology which has been running for some years; second, for her own written contributions to the study of Greek society which have been informed throughout by a thorough knowledge of anthropological theory and [illegible]



Hoplite racer, from a red figured vase, fifth century BC, in the Staatliche Museen, East Berlin.

The present volume contains a collection of 10 essays by Mrs Humphreys (one of them written in collaboration with Professor Arnaldo Momigliano) most of which have appeared earlier in various academic publications. As a collection, they provide an invaluable introduction to the possibilities of a combined anthropology and ancient history, though the reader had best be warned that the book is not intended as a primer for either subject.

The first three essays, which form part one of the volume, "Classical studies and anthropology", explore the history and mutual relationships of both disciplines. The essay on the economics of Karl Polanyi, however, would hold as much interest for the professional anthropologist as it would for the ancient historian newly approaching the subject, while the account of Louis Gernet's work may serve to draw the attention of ancient historians to a great and rather neglected scholar in their own field as well as reminding anthropologists of the substantial body of historical investigation conducted within the tradition of the French *Année sociologique* school.

With the exception of "Archaeology and the social and economic history of classical Greece", which deals with problems of method, the seven essays which make up parts two and three of the book, "Economy and society" and "Structure, context and communication", are all substantive and largely successful attempts to deal with various aspects of Greek social structure, ranging from the relationship between town and country in ancient Greece to the position of the intellectual and his "transcendence" of traditional and institutionalized forms of authority.

Such essays, whether they are concerned with kinship in ancient Athens, or the relationship between "politics" and the "economy", all fall within the scope of Greek social and economic history; but they will serve also, I hope, to persuade classicists that the theoretical debates which have so engaged the social sciences are not irrelevant to the practice of their discipline. Classicists have achieved great precision in the study of texts and artifacts, but psychological, cultural and social assumptions are often left unstated.

It is also to be hoped, however, that such classical scholars as Mrs Humphreys, by continuing to apply an anthropological perspective to fields of traditional historical inquiry, will provoke within anthropology itself the sort of theoretical refinements necessary if we are ever to deal in a rigorous manner with the nature of historical and complex societies. *Anthropology and the Greeks* is an account of two subjects, but it also spells their integration as much as their collaboration.

Among this week's contributors:

Derrick Barlow lectures in German literature at Oxford.

F. R. H. Du Boulay is Professor of medieval history at Bedford College, University of London.

Peter Fanning teaches English at Latymer Upper School.

Gerald Haigh is head of Henry Belairs middle school, Bedworth, Warwickshire.

Roger Just is a fellow of Wolfson College, Oxford.

James Porter is director of the Commonwealth Institute.

now available

The Study of Man

Second Edition

E.J. Clegg

Heredity, environment and culture have all been forceful influences in the development of Man's unique biological nature. This new, thoroughly revised edition folows the theme of the original book and presents an ecological consideration of the types and causes of variation found within and between human populations. Genetics, evolution and senescence form the background for a discussion of how successful Man has been in the past and, since they represent recent trends in important areas of biological study, some principles of demography and population biology are introduced. As to his future, the second edition discusses the ways in which Man might provide for himself in a world whose resources are not infinite and looks at the ever present problems of uneven distribution of affluence, pollution and over-population.

Boards £6.50 0 340 18322 5
*Unibook £3.25 0 340 22057 0

*Inspection copies are available on request.

Hodder & Stoughton
Dept. E1457, P.O. Box 702, Mill Road,
Dunton Green, Sevenoaks, Kent TN13 2YD.

Hodder & Stoughton

Lang, lit, learn

Language in Teaching and Learning. By Hazel Francis.
Allen and Unwin £5.50. 04 407003 9. £2.50. 04 407004 7.

Once upon a time, not so long ago, it all seemed fairly simple. There was a subject called English. Sometimes it was Eng Lang, in which you taught children about gerunds and participles; sometimes it was Eng Lit, in which you taught them about Hamlet and trunkless legs of stone lying in the desert. As to the rest of the curriculum, you told the pupils things, and they wrote them down in their exercise books against some moment in the future when they would tell them back to you. It was an ordered and confident system, in which the famed classroom utterance, "turn to page 85 and do numbers one to 37", had an honoured place.

Now most of the certainties have vanished, and increased scholarship and sophistication have brought new levels of uncertainty and complication. Facts and concepts are no longer sealed containers mounted on the back of a neutral vehicle called "language". Rather language itself is bound up inextricably with the meanings and concepts which it is used to convey. Philosophers have realized this for a long time, but it is only during the past five years that the implications have begun to permeate into education, helped on their way by the influence of individual thinkers like Basil Bernstein.

During the sixties and early seventies we had much exploration of the relationship between language and learning. Names such as Barnes, Britton, Rosen and Nancy Martin have cropped up continuously in a debate which was summed up and given practical expression in the Bullock Report of 1975.

One result of this explosion of scholarship is that it has become very difficult for any teacher, no matter how assiduous a student of educational trends he might be, to read it all and put it into the [illegible] of perspective which will [illegible] him to construct his own philo[illegible] and thus, ultimately, his own [illegible]ing style. What we need is [illegible] one to run through the major [illegible] for us, referring us to the [illegible] where necessary and showing [illegible] one set of ideas has developed [illegible] another, and how parallel [illegible] are related.

Hazel Francis has set out this in the latest Unwin [illegible] Book. It is a closely argued [illegible] packed work, of the kind we have to keep going back after [illegible]ing that two pages have slip[illegible] unnoticed. And as her argu[illegible]ments are rigorously [illegible] is she critical of those who [illegible] less certain foundations. She [illegible] out that the connexion between [illegible] and learning is rather taken [illegible] granted by some writers, with [illegible] sufficient analysis of how [illegible] the one effects the other.

Those of us who have always [illegible] certain lack of focus and [illegible] some of the pronouncements of [illegible]guage and learning experts [illegible] some extent vindicated by this [illegible]

Nevertheless the book in no [illegible] debunks modern thinking [illegible] language. In education. For [illegible] Francis, teacher-pupil communica[illegible]tion is all-important, and she [illegible]ports John Holt's contention [illegible] scholastic failure is really a [illegible]tom of breakdown of the [illegible] pupil dialogue. Language, in [illegible] words, is learning.

My only reservation about [illegible] book is that the student [illegible] should not turn to it as an [illegible]duction to its subject—perhaps [illegible]deed, it does not aspire to [illegible] this. Although it provides [illegible] survey of the work [illegible] "names" in the field of [illegible] it will prove most useful as [illegible]minator and commentary if [illegible] some of these names are read [illegible] beforehand or at least in conju[illegible]tion with it. Used like this the [illegible] will be an excellent and [illegible]tive guide through a particularly thick bit of educational under[illegible]growth.

Gerald Haigh

Their Graces

Martin Fagg

The Two Duchesses. By Arthur Calder-Marshall.
Hutchinson £6.95. 09 132550 1.

Though few of us fortunately are quite as susceptible to duchesses as Ramsay MacDonald ("Every duchess in London will be wanting to kiss me tonight!" he is alleged—probably, alas, apocryphally—to have exclaimed after "saving the country" by forming a National Government in 1931) they are usually good for a good read; and do not, in Arthur Calder Marshall's latest biographical excursion, by any means let us down.

Was the boy baby purportedly born to Georgiana, Duchess of Devonshire—the "official" wife of the Fifth Duke—in Paris, in the thick of the revolutionary tumults of 1790, *truly* her issue? Or was it in fact the offspring of the impecunious Lady Elizabeth Foster, the couple's "dearest, dearest friend", later, after Georgiana's demise, to take her marital place? At all events, the child, William (or "Hart" as he was commonly known) was never denied his status as the long-awaited and fully legitimate heir, and, in the course of time, duly succeeded as Sixth Duke.

The clacking tongues of contemporary gossip have never, however, been finally silenced; and any attempt to disentangle this intricate erotic imbroglio is complicated by the fact that many of those involved lied their heads off at the time and thereafter—that is, when they were not busily incinerating inconvenient or incriminating evidence. This being so, Mr Calder-Marshall has been obliged to resort to speculation and imaginative reconstruction, but he is never reckless in his indulgence of them. He picks his way through a large and potentially confusing cast of characters with dexterity and address; and his suggested solution to what is, finally, an irresoluble conundrum is as convincing and plausible as any likely, at this remove in time, to be adduced.

Train to teach to train

James Porter

Beginning Teaching in Professional Partnership. By Norman Evans. Hodder and Stoughton £1.95. 340 22916 0.

Whatever the James Committee may have failed to achieve in terms of the reform of teacher education, it did succeed in stimulating a substantial number of educators to write books picking up various themes from the Report. The latest volume to appear is an analysis of one of the key recommendations of the James Committee—a year of induction into teaching following an initial course of higher education and training. The book is short with 102 pages, well presented, attractively printed and contains lucid, well-written accounts of various schemes of cooperation between schools and colleges with particular reference to the practice of teaching. The colleges included in the study are Culham, Bishop Lonsdale, Edge Hill and St John's College, York; and there is an account of London Institute of Education's tutor scheme. The general approach is warm, and largely uncritical, with an emphasis on good personal relationships.

However, one of the main difficulties of the book is raised by the author himself on page 14, when he writes, "the position of the newly qualified teacher in schools, in 1978, and for the foreseeable future is utterly different from the circumstances in which the Induction Year policy was recommended by the James Report". That is undeniably true but unfortunately all the accounts that we read in the book pre-date even the James Report and most are based upon work done in the sixties. One only has to read the names of the colleges to realize some of the changes that have taken place. Culham College is due to close next year, and both Bishop Lonsdale and St John's College have merged to become very [illegible] institutions.

Perhaps even more unfortunate is the fact that there is no account [illegible] an actual Induction Year scheme. All the accounts refer to [illegible] in training and to the cooperation between colleges and schools in [illegible] particular context. It could [illegible] argued that, interesting though [illegible] accounts may be from the point [illegible] view of initial training, they [illegible] little to tell us about the strategy [illegible] that should be adopted when [illegible] teacher takes up his first appoint[illegible]ment in school.

Of course, one would agree with the author that the foundation for effective induction must be [illegible] during initial training. The [illegible] ences described in the book [illegible] from what was an [illegible] period of massive expansion in teacher training, coinciding with a [illegible] emphasis upon three and four-year courses. As we all know, the [illegible] situation is one where the [illegible] style of training will be [illegible]tive with over half the [illegible] only having one concentrated year of professional preparation. Oppor[illegible]tunities for some of the [illegible] schemes described in the book, [illegible] ticularly for substantial field work by students in their first year [illegible] a three or four-year course, are no longer available.

In his foreword, Lord James [illegible] this as an encouraging book [illegible] lying the importance of [illegible] cooperation between trainers [illegible] teachers and underscoring the [illegible]portance of seeing initial and [illegible] service training as part of a [illegible] tinuous process. It is true that [illegible] study does support such widely [illegible] convictions. However, there is a [illegible] urgent need for a successful [illegible] volume containing real induction [illegible] amples of real induction in the first year of teaching in school.

Guides through a labyrinth

Martin Fagg on nineteenth-century British history

Britain in the Early Nineteenth Century. By A. D. Harvey.
Batsford £13.50. 7134 1032 9.
The Emergence of the Labour Party 1880-1924. By Roger Moore.
Hodder and Stoughton £7.50. 340 17890 6. £3.50. 340 17891 4.
Success in British History 1760-1914. By Peter Lane.
John Murray £2.75. 7195 3483 6.

The scope and protraction of the Revolutionary and Napoleonic Wars and the colour and drama of such watershed events as Trafalgar and Waterloo have tended to overshadow the domestic history of the period. Any work that adds substantially to our knowledge and understanding of what was going on in Britain at the start of the nineteenth century is welcome, but especially so when it arrives in the shape of such a finely researched and deeply considered study as Dr Harvey's.

Warning us against seeking in the period merely earlier manifestations of themes relevant to our own age, he shows that the fundamental matter of political dispute at the time was not reaction versus reform but royal prerogative. Wide disparities *within* the parties on such issues as Catholic relief and parliamentary reform make clear-cut alignments impossible to find in every field but that of prerogative, where alone the lines were drawn up on a recognizably party basis.

The core of Dr Harvey's book is an account of the various ministries (all in their different ways and degrees ineffectual) holding office between 1800 and 1812. It was during the years 1809 to 1812 that Britain came closest, he thinks, to revolution. This analytical narrative is flanked by a detailed examination of the social and ideological context of politics at the time; and by a final consideration of the extent to which the political system of the 1800s contributed to social and economic change. Though the War led to the enormous enrichment of the manufacturing classes at almost everyone else's expense, Dr Harvey portrays the upper classes as reaching the apogee of their political and economic power and influence during the first three decades of the century that was to end with their near eclipse. His book deserves a wide readership for its many new illuminations.

"New crowns for old ones!" (Aladdin adapted). A cartoon from Punch 1876.

The past few years have seen the publication of several lively and perceptive studies of the origins and history of the Labour Party. Mr Moore's book has therefore several strong rivals already in the field. However, by virtue of fluent style, sound proportion, abundance of significant detail and, above all, balance and lack of bias, it need fear no adverse comparison with previous safaris across the same controversial territory.

Those who chronicle the fortunes of the Labour Party have perforce to spend much time disentangling the skein of much intricate infighting. Dissensions ravelled and complex enough at the time can, 50 years later, appear totally unintelligible unless one's guide through the labyrinth keeps a particularly tight grasp of the thread. This Mr Moore unfailingly does. I found him especially helpful in tracing events during the crucial period between the General Elections of 1900 and 1906, when the infant Labour Representation Committee could so easily have gone the way of the Labour Representation League of 1869 and the Labour Electoral Association of 1886, both of which "had withered away and whose remnants had been absorbed by the Liberal Party". As it was, the LRC, by dint of the MacDonald-Gladstone Pact of 1903—that first significant exercise of Lib-Laboury—raised its representation at Westminster from two members in 1900 to 29 in 1906, thus achieving its first decisive lift-off.

The "Successs" in Mr Lane's title refers not to any of those who feature in his narrative, but to the envisaged proficiency of those students wise enough to invest in the book and rely on it for stimulus and guidance. Though slightly resistant to what seems the oversell implicit in such titling, I was glad to find the book living up to its claim to provide both enjoyment and a sense of knowledge gained. Broken down into 31 separate Topic Units (each extensively subdivided) and embellished with numerous cartoons, maps, diagrams and other illustrations, it digests a vast amount of fact and reproduces it brightly and clearly.

Given the enormous sweep of years encompassed, much of the information is necessarily cursory; but such books as this are stepping stones, and the pertinence of the questions and reading lists with which Mr Lane concludes each section should certainly encourage the more energetic of his student-readers to press on in quest of more detailed knowledge.

Paperbacks

Translators' craft

The Marquise of O—— and other stories. By Heinrich von Kleist, translated into English by David Luke and Nigel Reeves.
Penguin £1.25. 14 044 359 2.
Selected Poems. By Rainer Maria Rilke, translated into English verse by J. B. Leishman.
Penguin 75p. 14 042 079 7.

Although Heinrich von Kleist has long been recognized in his native Germany as a writer of genius, his work is still relatively little known in the English-speaking world. This new translation of the eight "canonical" stories should help to restore the balance. Kleist's paratactic narrative style with its encapsulated clauses and involved syntax makes considerable demands on the translator, especially as it combines complexity with elegance. Messrs Luke and Reeves have surmounted the formidable difficulties with commendable skill and have succeeded in producing fluent, idiomatic renderings which also preserve something of the flavour of the original German.

English readers who are unacquainted with Kleist's work will find some fascinating literary masterpieces in these pages, for he had the ability to combine entrancing story-telling with a profound [illegible] of human consciousness, which he invariably saw confronted with an enigmatic and frequently incomprehensible reality. The translations are accompanied by an excellent introduction which provides an illuminating and sensitive commentary on Kleist's work; but any reader approaching him for the first time would be well advised to go straight to the text, so that he may miss none of the excitement of discovering the often shattering denouements for himself.

Rilke's *Selected Poems* is a reprint of an edition which was first published in 1964. Examples are chosen from all of Rilke's major collections, but emphasis is placed upon the New Poems which are typical of his "middle" period. The mature Rilke is represented by the first and [illegible] of the Duino Elegies, eight of the Sonnets to Orpheus and a number of examples from the Late Poems. In his verse translations Leishman was never content merely to reproduce the sense, but sought to preserve as far as possible Rilke's characteristic metres, rhythms and rhyme-schemes, even striving to imitate the sometimes involved syntax of the original German.

Perhaps the most successful renderings are those from the *New Poems*. By contrast the two elegies appear too contrived, while the subtle overtones of meaning, so important in these later works, are inevitably lost in translation. The selection is preceded by a brief introduction which provides an outline of Rilke's life and offers some useful information on his artistic aims. The German titles of the poems, together with the date of composition, are given in the notes.

Derrick Barlow

Letters from my Windmill. By Alphonse Daudet, translated by Frederick Davies
Penguin 90p. 14 044 334 7.

The quiet charm of *Lettres de mon Moulin* has no place these days in school French. Even with imaginative and enterprising teachers the choice of classics would fall on more fashionable and strident voices. And yet in his own gentle, meandering and unassuming way, Daudet has much to tell us about human nature, about our foibles as well as our virtues.

From his old fascinating mill, in the heart of his beloved Provence, the eternal optimist observes the characters and minor dramas of village life, never judging, always sympathetic. It is not easy to describe Daudet's light and moving touch with its underlying humour and poetic quality. The playwright, the novelist and the poet that he was, all seem to combine when relating those brief tales.

Frederick Davies, who reminds us of the claim that "Daudet's prose style is untranslatable", had to "alter and correct every page of his translation, two, three or four times before feeling satisfied ....",

Although some of the magic of the original is missing, for those who cannot read French this half-loaf will prove most palatable.

With the numerous and delightful illustrations by Edward Ardizzone and a most attractive cover (a detail from *Harvest*—by Van Gogh) this new Penguin deserves a great success in English (?) classes and with the general public.

Robert Bear

Absorbing pastimes

Charles Hannam

The Teaching of History. By Dennis Gunning.
Croom Helm £7.95. 85664 668 7 £3.95. 85664 762 4.
History Teaching and Historical Understanding. By A. K. Dickinson and P. J. Lee.
Heinemann Educational Books £6.00. 435 80291 7. £2.80. 435 80290 9.

Schools of education and colleges have long been trying to influence the teaching of history; and I should like to think that there have been improvements in two directions We have, perhaps, become more humble vis-a-vis the actual problems of teaching and classroom management; and we are learning that innovation is a complex business and not just a question of exhortation or prescription.

There are also widely differing views of their functions: there are the universities with a tendency to be suspicious of educational practice unless it produces "first class material" for their departments, the schools who need well-organized teachers who keep their classes under control, and the children, who ought not to reject history because teachers are unable to make it meaningful for them.

What needs to be emphasized is their inter-dependence: they are all part of the lifecycle of the educational system; it is like the cycle of the liverfluke—the organism will not survive without its host. In the struggle to train teachers effectively a number of books have come out in the past decade which not only outline the dilemma but try to find answers, both practical and philosophical.

The Teaching of History is written for the teacher in the classroom who needs to survive in several areas; the examination class, the mixed ability group, remedying existing bad practice—and with the children who quite often think history boring and worse, useless. The author's starting point is the basic work of Piaget, Bruner and Bloom. He carefully examines the formation of concepts, that is, the level at which children can understand a given event and its implications, what sort of language will be helpful here, and how we must learn to interpret what superficially might be seen as lack of understanding or stupidity.

Gunning approaches mixed ability teaching constructively. Colouring Roman, medieval and nineteenth-century ships all the way through secondary school just will not do. The use of a wide range of pictures, source materials and field trips is discussed with pupils and a number of strategies for teaching is suggested. Their reactions are analysed using the conceptual tools of the psychologist without too much of the jargon. This is a thoroughly practical book which I am certainly going to use with my students; I can imagine that a practising history teacher may find it possible to rethink aspects of his work without feeling that he has been hectored or patronized.

History Teaching and Historical Understanding contains essays by two practising teachers and the remainder, with the exception of Asa Briggs', are concerned with teacher training and education. I like the underlying assumption that there has been less change than we had hoped for and the suggestions as to why some of the grandiose projects have not taken root.

There is a positive determination to catch up with the work that has revitalised English teaching. The chapter on "Language of History" takes into account Barnes's recent work on classroom communication where he calls for the help children need to "recode" new knowledge by talking about it and where the everyday experience of the pupil must be integrated with the language of the textbook. The nature of evidence and the educational objectives initially formulated by Bloom are examined rigorously. Due credit is given to the work of Coltham and Fines and this is the starting point for a stimulating examination.

The framework for the "New History" exists but, in too many instances, like the Millenium, it is still to come. The essays are documented to an impressive degree and will be invaluable for teacher training and in-service work. There were times when I would have enjoyed a touch of irreverence or a further questioning of some of the basic assumptions: but the essays reflect the present sober mood and the fingers burnt on facile experiments.

Painting in Oils & Acrylics

A Beginner's Guide

JOAN CATCHPOLE

All the advice and expertise needed — from ideas. composition and basic equipment to varnishing. framing and exhibition —to help the beginner achieve positive and worthwhile results.

Many illustrations £4.25
Inspection copies available from:

LUTTERWORTH PRESS
Luke House Farnham Road, Guildford, Surrey

The Scottish Novel

A Critical Survey

FRANCIS RUSSELL HART

A stimulating, provocative and controversial treatment of two centuries of Scottish fiction from Tobias Smollett and Sir Walter Scott to Eric Linklater, Compton Mackenzie and Muriel Spark. Throughout, he takes into account the distinctive character of Scottish customs and mores, folklore and religion.

Francis Russell Hart is Professor of English at the University of Massachusetts in Boston.

0 7195 3534 4 £12.00

JOHN MURRAY

Religion & Freedom

An independent ecumenical monthly

Editor: David Kelly

July, 1978

Albania: Hidden streams of religious life

Peter Hebblethwaite: The Gospel as a handbook for revolutionaries

Review: Alexandra Kollontai on freedom in love

France: Teaching religion with discretion

Send £6 for first 12 issues or write for free sample to:

Religion & Freedom, 8 Crooms Hill, London SE10 8ER.

Children's literature

Worlds and underworlds

Peter Fanning on adolescent fiction

Target Man. By Brian Glanville.
MacDonald and Jane's £3.75.
Soccer Special. By Michael Hardcastle.
Methuen Pied Piper £2.25 and 60p.
The Seventeenth Hero. By Geoffrey Baker.
It, Us and the Others. By David Churchill.
Roses all the Way. By Jean Saunders.
Heinemann Pyramid £2.40 each.
A Song for the Disco. By Barry Pointon.
Bodley Head £3.25.

If football did not exist, then we would have to invent it. Goals have a global appeal. There is more romantic mileage to be found in girls and goals than in any combination of space fiction or spies. Now wide-eyed teenage adulation stretches into pastures new with Brian Glanville's *Target Man*, which brings a whiff of Roman glamour to standard formulae and hackneyed themes.

This excellent story follows the fortunes of a Piedmontese lad from a Lancashire club. Implausibly he gets signed on by first division Alba, Rome. But the glitter is as fragile as a butterfly's wing. He is treated to a minefield of treacherous back stabbing, power politics and Mafioso-style corruption. The player is the bottom brick in a pyramid of power; a journalist's tool, the director's vassal and idle toy of the fickle crowd. So it is all aboard the Wheel of Fortune; fair is foul and foul is fair; the weaker brethren go to the wall and nothing else matters but goals. There is a touch of the star-crossed lovers thrown in as the young parvenu gets the glory and the girls. Then the whole fandango bursts like an overripe tomato, as the happy couple fade into the sunset.

Mr Glanville's treatment succeeds not only through his detailed knowledge of the game, but also in the way he adapts old formulae (thrilling cup ties and vicious skullduggery) to a cosmopolitan context that educates the reader in the ways and manners of Italian minds. This is more than just spaghetti-flavoured Roy of the Rovers—even though the ingredients are very much the same.

Down in the middle of the Junior League, Michael Hardcastle's *Soccer Special* makes no such claims. It is a straightforward, fantasy for 10-year-old football fans. The tale of a young lad's battle for fitness, it takes us through endless games of soccer, round a football club, and ends with a suitable climax out on an Army assault course in the middle of the night.

Pyramid books are a welcome addition to the growing band of publishers for adolescent readers. Neatly bound with attractive covers, their hallmark appears to be a concentrated focus on tales of almost Aristotelian unity. At 80 pages long, the going rate is roughly 3p a page, but economy of style is a virtue here. Never mind about the length, feel the depth.

Seventeenth Hero is the fiercest of the three. It begins in a mild standard storybook manner with three boys losing their way on a mountain. It may be the result of reading too much adventure fiction, but the discovery that they do *not* all survive comes as a shock. Not only that—but as time goes on, each character encounters his own private hell of hidden guilt and fear. And, linked to the past in an alternating time scheme, the intensity increases in a devastating way. The complex dynamics of the boys' inner lives make it "one session" reading—a kind of teenage *Huis Clos*.

It, Us and the Others is more subdued fare—a rather charming exorcism of a UFO. It involves a brand of humane fish, a thalidomide victim on a tandem bike and attempts at reading Ladybird books in plastic bags at the bottom of the bath. The central sci-fi mystery is blurred, but the blooming relationship between orphan boy and one-armed girl presents an endearing quality of life and a positive outlook that is too often lacking in other domestic dramas.

Indeed, the healthy, fun-loving suburban ménage is a thing of the past. Single or no-parent families are the rule and child-parent amity is well on the ebb. *Roses all the Way* takes the "new stepfather" theme and wraps it round a Great Kid Brother Hunt. Thus fully focused and concentrated, two thirds of the tale gallop quickly by. After which, fiancé, mother and daughter have a slanging match in which the barbed bitchery grinds like glass into everybody's wounds. Finally, the concord of this discord revives with the unexpected discovery that "there's no place like home".

Home is no place in *A Song for the Disco*—where parents behave like a couple of harpies, tearing the flesh from their dumpling daughter—and getting good measure in return. Though the quality of the writing is never in doubt, there is too much conversation of a circular kind, and the slanging starts to sicken. It is a book with far too many ideas: protest and apathy, local town politics, class barriers and T. Dan Smith corruption, domestic disaster and "boy meets girl"—while curious Blake-like visions float across the canvas like puffball clouds.

One never feels that Mr Pointon is fully in control of his material. Despite some charming insights into the underworld of domestic wrangle, the result is a hail of random gunfire rather than a carefully directed aim.

Good old Sir Thomas

F. R. H. Du Boulay

Thomas More. By James McConica.
HMSO National Portrait Gallery 95p. 11 290292 8.
Thomas More: The King's Good Servant. By Gordon Rupp.
Collins £4.95. 00 211862 9.
England in the Age of Thomas More. By Derek Wilson.
Hart-Davis MacGibbon £5.95.
246 10943 2.

Poor More has been a weapon for so long. R. W. Chambers who published the best account in 1935 almost avoided the spirit of polemic, but that was the year of More's canonization and he was a useful sword in the hands of Roman Catholics against Anglicans. Later on there was *détente* and More became, what he still is, a saint of individual conscience against the cruel and wicked state.

Most recently a fascinating reversal has taken place and the English Roman Catholic has got into the top drawer, to be reviled for commemorating More by Protestants who are certainly not gentlemanly Anglicans. Anyhow, it is now the fifth centenary of his birth, and here is a clutch of new books about him, all well produced and none particularly expensive.

These books are not meant for specialists, though two of them are written by professional historians. Professor McConica, historian of humanism from the University of Toronto and presumably a Catholic of Irish extraction, has written a really excellent sketch within 50 pages and this is undoubtedly the best buy.

Apart from his evident learning, lucidity and lack of prejudice, McConica makes a unified story out of More's life. The four little chapters are: Called to the Service of Christendom, The European Intellectual, Utopia (after More's most famous book) and The Bitter Years of Royal Service. From all this More stands out less as the ideal family *man or even as one of that terrible* age's great dissidents, but as a European master mind.

Unexpectedly the centre of interest is a new analysis of an old problem: More's moral attack on the abuses of private property. He is also shown, perhaps a little too emphatically, as a pillar of orthodoxy, as though there was something a little bit wrong with almost everyone else, who took the king's Oath of Supremacy but ought even then to have known better. Actually, McConica is too good an historian to fall for this easy solution, and p up a second line of defence praising More's support for ind dual freedom.

He also hints at the complexi More's character: the capers girls in his bachelor days, his riages for duty rather than roma attraction, the capacity for fri ship (mainly with clever mingled with an intellectual acy which virtually made choose martyrdom rather tha fer what he could not eva

Professor Rupp's reputati distinguished, English and Pr ant. His text is of about the length but embellished in the ern manner with brilliant photographs. The four chapters given the names of the four sons, and the whole treatment more romantic, discursive and sive than that of McConica. A sonal view is that Rupp More's fun and jokiness, McConica is a shade more sole

None the less, there is an edg Professor Rupp's affection for subject. It is a pity that he co pares More's own harsh treatm of heretics with the attitude of ern terrorists who insist there nothing personal in their acts of vi ence. It is even more of a pity th a Fellow of the British Acade could allow the phrase, ". . . . Psalms take on another dimens in a prisoner situation. . . ."

On the other hand, there is a moving paragraph on "the Silen of Thomas More" in which Rup compares him with the young Moltke of the anti-Hitler plo 1944 and of whom, silent at his trial, the judge scrawled across papers, "he did more than this".

Derek Wilson's book is a hap one. It is not only about Thom More but about the England which he lived—and it clai openly to be a popular work. In deed, Mr Wilson sometimes pick up points missed by the profe sional historians, such as the eco nomic side of marriage. More paid good money for the wardship of rich boys and betrothed two of his own daughters to them. Good for him.

He also reminds us that Henry VIII's England was desperately competitive. The number of un employed was high. They tended to be called "vagabonds". Those firmly on the bandwagon were the "new men", young, ready to swe to anything and to kick anybod in the teeth if it would please the king.

A politician disgusted with Politik

Anthony Masters

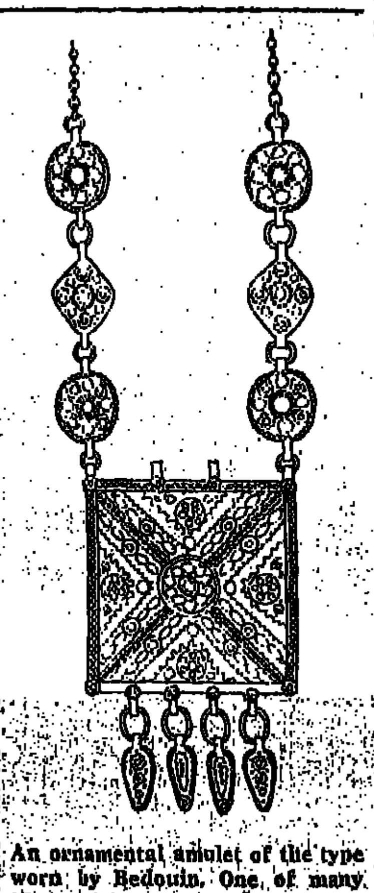
Tiberius the Politician. By B. Levick.
Thames and Hudson £9.50. 500 40029 6.

This is only Dr Levick's second full-length book, but it has been worth waiting for. Articles on the Tiberian period's knottier problems in learned journals have shown what was coming; and this scholarly, balanced, ruthlessly cool and irresistibly cogent biography should extend her audience well beyond the classical history departments.

The Politician of the title is a characterization of the subject, rather than picking out an aspect. Dr Levick's sympathetic view of Tiberius is reached by the tricky process of tracing his political thinking through his known relations with the Senate and society as a whole. Thus his famous "hesitation" on his accession emerges as the embarrassment and *aporia* of an old-fashioned republican, trapped by a system literally sanctified by his predecessor, trying to induce the Fathers not to "ruere in servitium".

Tiberius was not an easy man to like or love (which makes Dr Levick's success, with her scrupulous methods, all the more remarkable). He had no love for the plebs and its "Aves vehement", and the feeling quickly became mutual. Arguably, failure in public relations was his worst mistake, together with its consequence, his withdrawal from Rome and the subsequent proliferation of *maiestas* trials.

The treachery of Sejanus, the mistrust of his own blood relations (particularly the descendants of Scribonia, of whom Libo, executed for treason in 16, is the most notorious example) could have only one effect on a man who reached the principate at Edward VII's age, after a lifetime of disappointments and honourable but disastrous mistakes in the political game. Abdication in all but name; "impatience falling into cruelty"; cynicism and loneliness. Tiberius the politician died disgusted with *Politik*.



An ornamental amulet of the type worn by Bedouin. One of many illustrations from The Bedouin, by Shirley Kay (Crane, Russak/David and Charles).

This book is part of a series called The Changing World in which Arthur Spencer's The Lapps is also available. Illustrated with a similar selection of drawings and sketches of jewellery, household tools and photos of dwellings, costumes and landscape, it looks at the history of the Lapps and their reindeer, their religious beliefs, domestic life and culture, and ends, as does The Bedouin, with a helpful select bibliography. The books cost £4.95 each.

Creative Editor

Philip & Tacey Ltd. and Philograph Publications Ltd. are looking for an Editor with interest in and knowledge of Primary Education to work in their recently reorganised publicity and publishing division.
Applicants should be able to write clear, descriptive copy, have had previous experience in publishing, including production, and experience as a teacher would be an advantage.
Please state salary required when applying to Jon Tacey,
Philip & Tacey Ltd.,
North Way, Andover, Hants.

Valuable recoveries

Thackeray: Vanity Fair. Edited by Arthur Pollard.
Macmillan Casebook £5.95. 333 21513 3. £2.50. 333 21514 1.
The English novel: Developments in Criticism since Henry James. Edited by Stephen Hazell.
Macmillan Casebook £6.95. 333 21472 2. £2.95. 333 21473 0.

A generation ago, hardworking students of literature used to spend tranquil afternoons in the libraries tracing footnotes back to articles in ancient learned periodicals. This was a useful tip teachers passed on to the diligent, because the short article often contained the guts of an argument later expanded to book length.

Times have changed. There are more universities, colleges of advanced technology, generally expanded institutions of higher education. But libraries have not expanded in proportion; many standard books are out of print, and not all the new ones can be afforded. Some back runs of periodicals have been reprinted, but at high prices.

Sixth formers, as well as students, are increasingly expected to read for themselves. Publishers have seen their opportunity. Articles are dug out of obscure periodicals and gathered between two covers. Some are what a pupil of mine called "Mid-Western University garbage", published so their editors can "get tenure" or, in English, keep their jobs. That such collections can be misused by the lazy is no argument against their existence. Many such recoveries are valuable.

Among the most useful is the Casebook series, with 50 titles in print, a dozen forthcoming. The success is deserved, in that the weeding is ruthless and selection well-judged. The volume on *Jane Eyre* invaluably reprints the hostile reviews, which so upset Charlotte, from *The Christian Remembrancer* and *Quarterly Review*, otherwise in accessible; the volume on *Gulliver's Travels* includes Canon Wedel's important essay, published in *Studies in Philology* (1926). Few could find it there; here we have it.

A. E. Dyson's essay earns its place in the Thackeray volume not because he is general editor of the series, but because his view of *Vanity Fair* was controversial when it appeared in 1966, and has probably changed our thoughts about the book. Kathleen Tillotson's indispensable *Novels of the Eighteen Forties*, dismembered, is put to good use in this volume and others.

Developments in Criticism since Henry James is timely: many reviewers seem unaware that there have been any. Along with the glorious dead (James, Lawrence, Trilling, Leavis) we find others worth listening to, who both teach and write novels: David Lodge, Malcolm Bradbury, Raymond Williams, Iris Murdoch, Angus Wilson. The extract from Wayne C. Booth's brilliant but lengthy, *The Rhetoric of Fiction* is probably a good choice, but perhaps tantalisingly short. Bibliographies and footnotes, however, provide opportunity to work outwards. But when is somebody going to reprint "The Matrix of Analogy" from *Kenyon Review*?

Valerie Grosvenor Myer

In pleasant pastures

H. M. HEALEY describes the work of the Bentley Environmental Studies Centre in South Yorkshire

The Bentley Environmental Studies Centre was first opened to visiting children on October 1, 1973, under the auspices of the West Riding Education Authority. Since then 18,000 to 20,000 children a year have used it. It has, of course, taken quite a time to reach the present state of development, with ponds, assorted tree plantations, landscaped areas, wide selection of livestock—both small and large, rare and commercial plus an interesting selection of natural history specimens and displays.

Pupils visiting the centre range in age from preschool play-groups to sixth-form and college students, most of them being from the junior/middle age-range. The length of visits depends on the age of the children and the nature of the work involved, most of them coming for a half-day, though some bring a packed lunch and stay for a full day.

Close contact, handling, listening to and observation of small and large animals, plus the study of preserved specimens and varying displays, can provide the necessary stimulus for children of an infant/junior level to express themselves in conversation, factual, descriptive and creative writing, number, graphs, shapes, sketching, painting, model-making, and can also provide the various springboards for project and subject work related to most classroom subjects—history, geography, biology.

It is hoped that an understanding can be fostered to show the relationship and interdependence of man and animals in their environment, which is an integral part of O and A level work. In addition, there is the pure agriculture or conservation which can be offered and is most suitable not only to the older middle school children, but to the rural science and agricultural link course students.

It is often with quite a shock that teachers visiting the 13-acre centre for the first time, find so much representative of the countryside in the middle of an industrial mining community, with its attendant problems of industry and pollution.

About three-and-a-half acres of the centre is devoted to a wild area, pond and woodland. This area has yielded a surprising and ever-increasing amount of wildlife. Foxes, voles, shrews, long-tailed fieldmice, owls, hawks, snipe, partridge, swallows, have all been recorded, plus a variety of wild flowers and grasses. The limestone cave, scree areas and asbestos sheets, provide good nesting sites for small animals and one of the soil heaps (from the large pond, excavated Spring, 1974), provided a good earth for foxes. The 1,000 square yard pond is stocked with a variety of natural pond life plus Mallard ducks. Many schools use the pond quite extensively for pond-dipping work. It is surrounded by reed mace on the two longest sides and one end is planted with rushes to provide nesting cover. A central island and additional nesting area was constructed last autumn.

Behind and to one side of the pond is the wooded area. More than 5,000 trees have been planted (some replants due to drought) during the last four years. These treed areas are intersected by grassland rides giving easy access to each section. In a few years' time, given favourable growing conditions, we hope to offer a woodland trail, including all the well-known conifers and hardwoods (except elm) plus the ever developing flora and fauna.

Near the pond is a small agricultural area planted with a simple three crop rotation showing single rows of everyday vegetables, supplemented with chequer board gardens growing cereals, herbs and agricultural grasses.

The nearby decorative horticultural section has four main shrubberies, an annual border, a rose garden, a conifer garden and a rockery. An ornamental pool with aquatic plants and fish, surrounded by a feature wall, patios with rustic seats and six decorative chequer board gardens completes the picture. The remainder of the area is grass used for tethering the goats, ponies and donkey.

The remaining eight-acre area is occupied by one fully stocked small (half) classroom, a greenhouse and a number of animal houses and stores, all surrounding a concrete square where goat milking, sheep shearing, fire fighting are demonstrated.

Each morning, a goat milking demonstration is held and the children are encouraged to try their skill at hand milking.

The goat is kept as a typical milking mammal being easy to house, feed and handle. Their docility encourages even the youngest or most nervous child to approach and milk them. In addition to normal follow up work back at school, their milk can be made into cheese and yogurt.

Each spring a number of kids are born and two or three are bottle fed, in addition to those naturally suckling. The children enjoy their daily bottle feeding.

A small commercial flock of Suffolk and Clun sheep are kept and provide immense interest especially at lambing, shearing and dipping time.

In addition, there are three small flocks of rare breeds which include Soay sheep (the smallest and most primitive British breed), Lincoln Longwools (the largest British breed) and Jacob sheep (the spotted sheep of Genesis).

Two or three large White pigs are kept as a commercial breed and there is usually a succession of small piglets to be seen. In addition, representatives of rare breeds are kept—Tamworth sow (most primitive breed) and a Gloucester Old Spot. The rare breed sows are usually mated to a large White boar unless a boar of their own species can be found locally.

Children who visit regularly find it valuable to compare growth and weights of the pure and cross bred piglets, and to observe living history.

The poultry pens house a variety of commercial breeds—pure Rhode Island Reds and Pure Light Sussex. This enables us to supply O and A level candidates in local schools. Among the rare breeds are Jersey Grants, Transylvanian Naked Necks, and Buff Cochins. Marrans are also kept for their beautiful deep, brown egg colour and the unusual green egg of the Araucanas usually arouses comment.

Our rare Norfolk Black turkeys can be depended upon to give a spectacular tail fanning display, and the geese are usually noisily active with their honking and hissing.

The pre-packed, frozen bird of the supermarket has little resemblance to the often colourful, strutting, bird of the farmyard, nor has the clutch of warm eggs in a nest much resemblance to those in polystyrene boxes. The miracle of eggs hatching in an incubator or the sight of mother hen with chickens provide some of the magic and mystique surrounding the births of these and our many other animals.

The few cattle kept are reasonably representative of both dairy and beef breeds. A Friesian heifer is being reared to eventually produce her own sucker calf. The Jersey heifer always attractive, appeals to the children, and the Aberdeen Angus and Hereford beef animals show the differing conformation of beef and dairy cattle.

The large livestock is completed by the two Exmoor ponies and a donkey. One of the ponies has been schooled to give rides to the visiting children provided the activity is booked previous to a general visit. Teachers from special schools in particular, find the rides of therapeutic value for the pupils.

The small classroom provides a miscellany of living and preserved specimens plus the children's working equipment and materials for practical sessions.

The small mammals include a variety of hooded rats, mice, gerbils, hamsters and a family of Ranch Chinchillas, all of which are handled under supervision by the children. The locusts and stick insects are not quite so popular, but the two incubators provide a focus of interest with a steady succession of chicks.

There is also an interesting display of nearly 40 preserved mammals and birds, including owls, hawks, fox, badger, stoat, weasel, shrews etc.

Nearby is the other (temporary) natural history room converted from an animal house. It contains a display depicting a typical woodland scene based upon our own Owston Nature Trail run from the centre plus varying related displays such as conservation and pollution.

Next door is the rabbit and guinea pig house, where different breeds are available for children to handle weigh, measure and sketch.

Dotted about the premises are various community pens housing peafowl, pheasants, Fantail pigeons, cockatoos, lovebirds, quail, guinea fowl, budgerigars and canaries, fancy bantams—Silver Spangled Hamburghs, White and Black Silkies—which in particular encourage excellent art and craft work.

The greenhouse shows a variety of common and unusual flowering and foliage plants, plus an interesting cacti and succulent garden. In addition, specimens of a more economic importance from all parts of the world such as cotton, coffee, rice, tobacco, peppers, grape and sugar cane are grown. The decorative and foliage plants provide an attractive show of colour and leaf variation throughout the year, stimulating both written and artistic work.

In addition to the normal activities, special half day displays are staged several times a term. These include monthly visits and demonstrations by the Mounted Police and Adwick Fire Service.

The centre has proved popular with schools in the area, many returning several times a year for follow up work. Proof of the value of such a centre is provided by the quality of the work completed in schools and the many complimentary comments and letters we receive from head teachers and special visitors.

H. M. Healey is head of the Bentley Environmental Studies Centre, High Street, Bentley, Doncaster, South Yorkshire DN5 0AA.

Collection of chordates

by John A. Barker

Chordate anatomy
107 card mounted 35mm colour slides, £48.15; single slides 45p each.
Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

This set of slides is a companion to the book *An atlas of chordate structure* by Brian Bracegirdle and Patricia Miles (Heinemann). The slides are identical to the 107 plates in the book. Each plate in the book has a fully labelled diagram, so with a combination of the book and the slides the teacher is well equipped to identify every detail in this set.

It must be very difficult to select a representative sample of material for a collection under such a title and almost impossible to avoid being subjective. This collection is intended for sixth form and higher education. There are seven slides of urochordates, 10 of the lamprey and seven on reptiles. For sixth form level there are good selections on dogfish, frog and rat. The set ends with a series of 22 slides on osteology.

The general standard of the slides is good. Indeed, they show considerably more detail than the corresponding plates in the book. A few are a little disappointing, *Rattus* general dissection, as other slides of the rat, appears to have been taken from a museum mount and suffers from a lack of life-like colour and a loss of fine detail.

In one or two cases the caption on the slide differs from that in the book, thus slide 35 labelled "dogfish embryo, heart region" is plainly from the branchial region and is so labelled in the book. Other minor errors include slides mounted upside down and others reversed *side to side from the* book plates. Doubtless all these points can easily be corrected.

Nottingham Castle Museum recently celebrated its centenary, although the history of the site goes back to 1068 when a son of William the Conqueror built a motte and bailey from which to control the area. The "Nottingham Castle Show" traces the entire story, including sieges, battles, decay, total destruction in the Reform Bill riots of 1831 and the rebuilding as a public museum 100 years ago. Celebrations of historical events such as the siege of Nottingham were acted by school children during early June. The exhibition is open until September 3. Admission is free except on Sundays and Bank Holidays.

The six o'clock news, possibly the best known and most comprehensive of the current BBC radio bulletins, is now available on microfilm. The actual typescripts that are read from, including additions and deletions, are being used for microfilming. The BBC has published all the bulletins for the first quarter of this year.

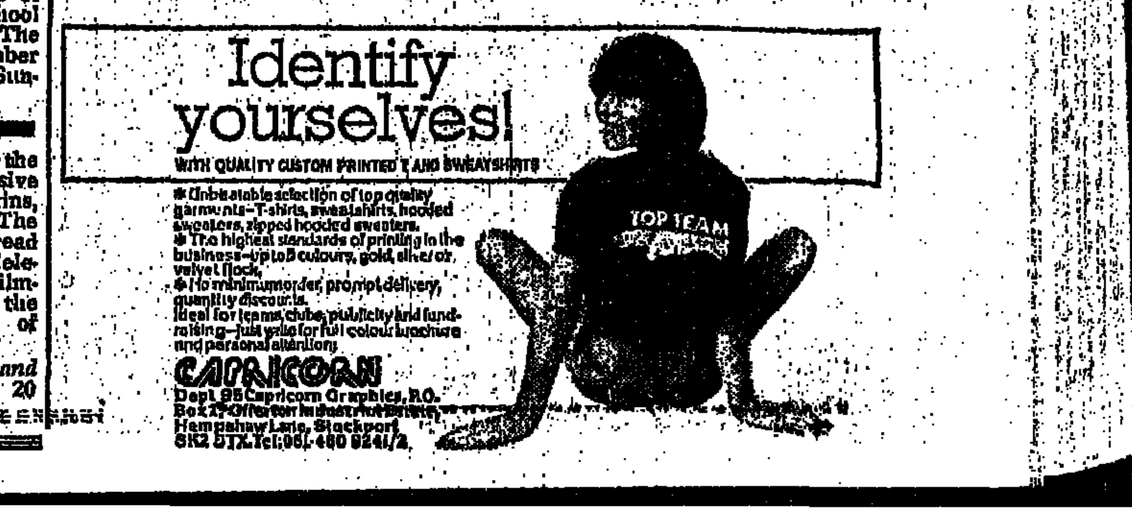
The microfiche are produced and sold by Chadwyck-Healey Ltd., 20 Newmarket Road, Cambridge.

South London summer cycle

The London Borough of Lewisham has organized a programme of training courses for cyclists during the summer holidays. Courses last five days and are planned for the mornings or afternoons of one week, in schools throughout the borough.

Applicants should be more than nine years old, own a bicycle, and have their parents' permission to attend.

Details from the Accident Prevention Scheme, Lewisham Town Hall, London SE6 4RU. Telephone 01-690 4343.



Identify yourselves!
WITH QUALITY CUSTOM PRINTED T AND SWEATSHIRTS
* Unbeatable selection of top quality garments—T-shirts, sweatshirts, hooded sweaters, zipped hooded sweaters.
* The highest standards of printing in the business—up to 5 colours, gold, silver or velvet flock.
* No minimum order, prompt delivery, quantity discounts.
Ideal for teams, clubs, publicity and fund-raising—just write for full colour brochure and personal attention.
CAPRICORN
Dept 95 Capricorn Graphics, P.O. Box 1, Offerton Industrial Estate, Hempshaw Lane, Stockport SK2 5TX. Tel: 061-480 8241/2.

Maritime splendours

OWEN SURRIDGE on the renovated Barge House at Greenwich

Prince Frederick's ceremonial barge, richly carved and gleaming with fresh gilding, is the central showpiece of the newly renovated Barge House at the National Maritime Museum in Greenwich. The building's old glass roof has been replaced by more solid materials, cutting out the daylight and allowing a more theatrical style of illumination.

Beside the splendour of the Prince's barge the other vessels look rather dowdy. Most are work-boats of a kind, although My Lords Commissioners of the Navy would not have cared for that description of their carved and gilded barges, which were to be seen during the eighteenth century scudding between their base near the Tower of London and the dockyards of Woolwich and Deptford.

There are two of them in the Barge House, both built on the lines of the traditional Thames wherry and then decorated. The Admiralty Barge has a coach house for illustrious passengers, all red and gilt outside and supported by a quartet of naked girls riding dolphins. Inside, the decor is cool white and silver. The barge was propelled by eight oarsmen. Its sister barge, plainer and without cover from the elements, was almost certainly swifter. It carried less weight and a crew of 10 oarsmen.

For contrast there is a workmanlike bluff-bowed shallop which was built for Queen Mary II by command of King William of Orange in 1689. Still in use in the twentieth century, it carried King George V to view a great peace procession on the River Thames in 1919. It was not officially designated a museum piece until the king gave it to the National Maritime Museum in 1930.

The one true pleasure boat displayed is a small Thames skiff, looking fragile and rather saucy in this company. It was built in 1905, a wherry-in-miniature with thwarts for a pair of oars and a caned passenger seat in the stern. In its day it was a favourite for family outings and with young blades eager to impress the girls. Copies can still be seen on many a park lake.

Around the walls of the Barge House are models of ceremonial barges once used elsewhere in the world, among them the Royal Barge of Thailand, looking like an illustration from an adventure story in the old *Boy's Own Paper* but still in use only a decade ago, and a model of a Portuguese Royal Barge which was powered by 80 oarsmen. The bare lines of some model racing shells make a stark contrast.

Elsewhere the livery of Royal watermen and their much coveted coat and badge prizes first awarded in 1716 are on display. The race is still an important annual event for Thames watermen. Wall charts explain the background to the use and design of ceremonial river barges. The city livery companies also had a part in all this, although none of their vessels is on display.

Detail from Prince Frederick's barke in the National Maritime Museum.

The interior of the Barge House is unobtrusive, its timbered red brick style reminiscent of a simple boathouse. It was formally opened by HRH Duke of Edinburgh on July 10. It is to be found off the New Neptune Hall in the west wing by the National Maritime Museum, London SE10, and entrance is free.

Game playing revealed

The Design and Development of Games/Simulations
Gulbenkian Hall, Royal College of Art, Kensington Gore, London SW7,
12 July to 1 August

"Game" is a word whose meanings have expanded again since Wittgenstein used it as his prime example of the way that meanings, rather than clustering round a common essence, spread out in a network whose further reaches may have nothing in common.

This exhibition takes its viewer to a part of the network where games are thought up and packaged whose purpose is that their players will gain something permanent from the play. Gain what? Well, number concepts, or what kind of job or accommodation a youngster can expect to find in London, or where to site powe[illegible] tions, or team cooperation—or [illegible] name it, and a game designer [illegible] produce it for you.

The exhibition concentrates [illegible] the design process, the packa[illegible] and presentation styles of [illegible] game-development teams. I [illegible] more interesting the values [illegible] attitudes to the players they [illegible] vealed, sometimes unconsc[illegible] sometimes deliberately. Some [illegible] narrowly prescriptive, others [illegible] vided an open country for [illegible] What I missed was the involv[illegible] the excitement, the pleasu[illegible] strain that any game impo[illegible] its players.

Nevertheless, anyone in [illegible] tion will find this exhibition [illegible] ing about a powerful aid [illegible] potential is barely known, and [illegible] exploring.

John [illegible]

Construction game from the Royal College of Art exhibition.

The Genius of Thomas Bewick exhibition at the Laing Art Gallery, Newcastle upon Tyne, celebrates one of the city's most famous sons. Bewick advanced the technique of wood engraving and was influential in making it the most popular illustrative medium of the nineteenth century.

The Laing Gallery says the exhibition is the most wide-ranging of any to date, and that it covers all aspects of Bewick's work as engraver, draughtsman and watercolourist. It includes a reconstruction of his workshop and a display of the work of some of his apprentices.

Alongside the exhibition there will be travelling displays, lectures and films, recitals, and guided walks in and around Newcastle. Printing demonstrations and engraving courses are also planned, and there is a story competition for children.

Further information from the Laing Art Gallery, Higham Place, Newcastle upon Tyne NE1 8AG, telephone 27734.

National goes Dutch

Dutch Genre Painting, the National Gallery's second travelling exhibition, has returned to the National Gallery and will be on view in the Board Room from August 2 to September 17. Admission is free.

The exhibition is made up of 28 genre paintings by seventeenth cenetury Dutch artists including the work of Dirck Hals (brother of Frans), Gabriel Metsu, Jan Steen and Pieter Hoogh.

Pilgrims' progress

Canterbury Urban Centre has produced two town trails; "City Walls and Gates" and "A Pilgrimage to the Cathedral". Based on a map of each route, overlaid with illustrations and notes, they are designed to give an insight into the history and character of the city.

The trails are available from the centre at 50p each plus 12p for postage and packing for up to four trails, and 20p for larger quantities.

Canterbury Urban Studies Centre, Sudbury Tower, 6 Pound Lane, Canterbury, Kent, CT1 2BZ.

Last wilderness in deep waters

The sea and the shore is Britain's last wilderness, according to the Nature Conservancy Council, and one that is in danger. They have mounted an exhibition of large models of different habitats to try to convey "the richness and variety of Britain's coastal and marine wildlife". Deep-water species such as dolphins, auk and jellyfish are shown, a conger eel lurks in a rock pool, and seals and waders are shown on a sandbank.

"The Last Wilderness" exhibition is in the North Hall of the Natural History Museum from August 1 to September 28. Supporting leaflets will be available.

British Museum (Natural History), Cromwell Road, London, SW7.

Floating crafts

The Norfolk Contemporary Crafts Society will be exhibiting at the Embankment Gallery from July 20 to August 18. They will be showing examples of crafts and there will be a sales area and an illustrated register of local artists/craftsmen.

The Embankment Gallery is on the paddle steamer Tattershall Castle, Victoria Embankment, London SW1.

The history of farming life is shown at the Manor Farm Museum, Oxfordshire. The farm is on the site of a medieval village which was mentioned in the Domesday Book and deserted by the fifteenth century, and it has barns, stables and a dairy.

Implements and hand tools illustrate life on the farm during the reign of Queen Victoria, and there is a historical trail which shows where the medieval village, its manor house and fields were.

Manor Farm Museum is at Cogges, near Witney. It is open from 11.00 am to 6.00 pm every day and costs 20p for children and 40p for adults, with concessions for parties of 10 or over. The telephone number is Woodstock 811456.

Simple castle to fortress

Beneath the inner ward of the Tower of London is a new gallery illustrating the castle's history and its place in the life of the nation. Twenty large panels provide pictures and text giving the story from the building of the White Tower to modern times. Illuminated panels show six figures from Sothard's *Monumental Effigies of Great Britain* and there are models of the castle at different periods. There is no additional charge for admission.

The panels are not intended to form an exhibition but as reference for investigation of the tower itself. The display is set out chronologically, as in *Royal Fortress*, a new book about the tower written by Peter Hammond, the resident education officer. (95p from HMSO.)

The gallery contains only the bones of the book, but includes some additional prints and many more are in full colour. Some are much enlarged, a test of quality that the old artists stand up to well. From the detail in a view of the Tower and city dating from around 1500, it is astonishing to find that the original is a tiny painting illustrating a manuscript of poems.

Pictures and text are backed up with plans showing stages in the growth of the Tower from a simple castle to fortress. Pillar panels show, in the manner of brass rubbings, the figures of the Black Prince; Henry III; Henry IV and his queen, Joan of Navarre; King John and Queen Isobelle of Angoulême.

A large scale model of the Tower shows how it is thought to have looked in 1547. It was constructed from information gleaned from contemporary records, and shows the moat full of water, and the formidable barbican, or outer gate. The model is set starkly in a big glass case and desperately needs soldiers and weaponry to bring it to life.

Another model, from the 19th century, shows the fortress as it was in 1866. This one is much more attractive; although unpopulated it has signs of life: cranes on the wharf, barges on the river, and a huddle of chimneyed roofs within.

There are also some intriguing details, such as the slot in the surface of the wharf, which represents the site of an underground railway station whence military stores could be conveyed direct to the basement of the White Tower. There is no external sign of its existence and but the inner end is still visible although it is not open to visitors.

Reference to the new gallery will appear in new teachers notes in preparation for the autumn term. Perhaps by then it will be better signposted. At present the gallery is almost a secret; the few signs are misleading and the most prominent says firmly, "No entry". Since it cost the Department of the Environment £100,000 it deserves better than that.

Owen Surridge

Restoration London drawn and quartered

William Morgan's map of London, originally drawn in 1682, has been reproduced by the Guildhall Library. It shows Restoration London on a scale of 17 inches to the mile and includes the City, Westminster, Holborn and Tower Hamlets. There are engravings of famous buildings such as St Paul's and the Royal Exchange, and a panorama of the City and Westminster.

The period of the map was one of rapid change, according to its publishers, when property developers such as Dr Nicholas Barbon were pulling down the great palaces of the Strand and building new streets in the neighbouring countryside areas. The map measures 5ft by 8ft and costs £8 in loose sheets or £12 in soft covers.

Further information from Guildhall Library, Aldermanbury, London EC2, or from Cannon Street Lending Library, 119 Cannon Street, London EC4.

For its summer holiday project the Geffrye Museum in East London has planned a Victorian Trail. It will include a walk through narrow alleys which were once the haunts of thieves, and children will be able to discover Church missions, music halls and gin palaces around Shoreditch, Hoxton and Haggerston.

The museum ask that groups make bookings through the education department, and that children under seven are accompanied by an adult.

Education Department, Geffrye Museum, Kingsland Road, London E2 8EA.

A poster showing five centuries of British domestic architecture has been produced by Corrall Construction of Surrey. In full colour, it shows domestic architecture from Elizabeth I to Elizabeth II, with a house drawing to represent the housing of each reign between. Single copies can be obtained free.

Inquiries to Brian [illegible], Corrall Construction Ltd, [illegible] House, Wallington Square, Wallington, Surrey.

rp
BOOSEY & HAWKES
MUSICAL INSTRUMENT RENTAL PROGRAMME
Ring this number for your
Local RP Dealers name and address
01-952 7711

TALKBACK

Cinderella subject

David Gutmann

The old grammar-secondary dichotomy helped give commercial subjects their low status; they belonged to children of silver and bronze. Even now, many schools do not offer these subjects.

It was—and still is—widely felt that "commerce" was "done" by those who could not be fitted in elsewhere on the option list. The "bright ones" were turned away, and commercial teachers found themselves with the "less able", to be taught shorthand and typewriting.

There has been considerable expansion since comprehensivization and the raising of the school leaving age. More schools offer typewriting and office practice; there has been a sensible cut in those offering shorthand below sixth form—in line with government policy—although new systems such as Teeline and "2000" have had encouraging results among the 14 to 16 range. Few schools now offer accounts.

Many schools have well-equipped commerce suites, but no money for teachers to operate expensive new gadgets. Many well-qualified commercial teachers seeking promotion must feel disillusioned. Are commerce (business studies) departments really less important?

When the "core" curriculum is being discussed, ought they to remain at the periphery? Shirley Williams has said that every child should be taught the economics of the world around: it is time for commercial teachers to state their case.

The irony is that, while commercial teachers' associations (assisted by such bodies as RSA and Pitmans) set a high standard of entry, conduct, and in-service training through well-attended meetings, courses and publications, commercial teachers are mostly middle-aged, married women and not "union minded".

So they are unable to save their subjects being pushed down the curriculum ladder. The subjects become as "part-time" as many of the teachers.

Heads are often confused by the umbrella terms "commerce" and "business studies". The skills and knowledge aspects have become polarized to the O and A level knowledge of economics, commerce and accounts, and the skills aspects of shorthand and typewriting, born in the trade school and nurtured in the secondary modern. The relatively new baby office practice is an illegitimate son to which neither parent owns.

The idea that languages and sciences are academically worthwhile and accounts, commerce and office practice not is an historical fact as clear as, for example, the importance hitherto given to Latin. Yet, no commercial subject is intrinsically unacademic. There are CSEs in typewriting, shorthand and office practice.

It is time examining boards gave these subjects O level status. Anyone who has taught office practice or secretarial duties—with both practical and theoretical aspects—to RSA II level knows this standard is as high as an O level, for example, in commerce.

Commercial teacher bodies must lobby examining bodies and the Business Education Council to improve the status of their subjects, otherwise heads will not allow their more able children to take commercial subjects below sixth form level. The vocational bias of "commerce" no longer predominates as examining boards insist on syllabuses based upon the educational grounds of "literacy' 'and "numeracy".

Once the new O levels are in being, commercial teachers must sell them to heads and parents. A commercial subjects charter would proclaim that:

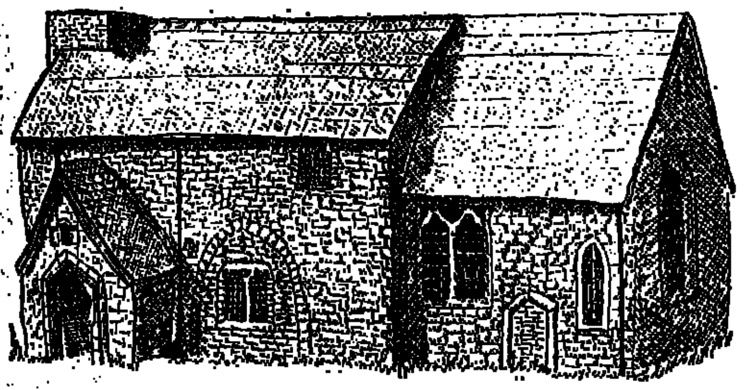
Commercial subjects are as relevant as others in the curriculum, and certain content should be part of the "core", e g, insurance.
Commercial subjects belong to the "bright" as well as the "average" and "less able".
Every child should possess a certain amount of "commercial" knowledge.
The skills aspects should be taught below sixth form level, but only as parts of integrated courses: the continued subject divisions between history, commerce, social studies, etc, do children no service.

The charter would give generalized advice on:

What comprises "commerce", and outline syllabuses.
Minimum timetable allocations, capital provision, running costs.
Minimum standards of literacy for those intending to take shorthand or typewriting.
Minimum staffing qualifications and provision.
Examinations provided by public and private bodies within the context of employers' requirements for school leavers.

We are 10 years behind the United States in our provision for commercial subjects. They only survive through the continuing dedication of teachers and instructors. They must unite for a brighter future for their potential pupils. The days of prewar Underwoods and office practice timetabled in the dining room should be over.

David Gutmann is head of commerce, Bishop Stopford School, Enfield.



A drawing of Ellerburn Church, part of the project's resource materials.

Down in the forest

E. E. L. Owens

The problem of catering for an ever increasing number of school parties was considered by the Forestry Commission in 1975. While they wanted to provide a service it was felt that they could not spare the staff to accompany every group, requesting a forester's guidance.

It was decided to try out a scheme for the preparation of resource material, so that teachers were better prepared to help themselves on educational visits to forests. Nine areas in Britain were selected for pilot schemes, and one of these was Dalby Forest, North Yorkshire.

The Forestry Commission aimed to involve local teachers in the preparation of the material, and interested teachers met commission staff, to work out a scheme.

Initially, the philosophy of educational outings was discussed. Why take children out of school to learn? What sort of preparation do they and their teachers need to make their visit worthwile? How can the time best be spent when the school party reaches its destination? What if the weather is atrocious? What help is available to make the visit enjoyable, memorable and of educational value? How is the [illegible] prevented from degenerating into just another "trip"?

From this discussion emerged the idea of a box of resources, which would provide any teacher with a wealth of background material, to interpret the school's study area—about 50 acres of land adjacent to Dalby village, specially designated for educational visits.

The area presents a tremendous variety of opportunities for study. These include a delightful stream, a delicate marsh area containing a large number of plant and insect species, grazed and ungrazed grassland, and coniferous and deciduous woodland. It is a highly attractive corner of the vast 40,000 acres of the Pickering Forest.

How could the resource pack best help the teacher? It seemed wise to concentrate on the production of material which could not easily be obtained from other sources. Most schools have good reference books, and all have access to the county library schools service.

It was decided, therefore, that the material should be original, and consist of information specific to Dalby, using the knowledge and expertise of the foresters and the practical classroom skills of the teachers, and drawing in a local historian.

The working party undertook to prepare this material according to their personal interests and expertise. The areas covered include plant life, animal life, bird life, stream studies, geology, soil and ecology, practical activities (mathematics and wayfaring), and background information on forestry. There is also a section on the social history of Dalby. This area has been a Forestry Commission site only since the 1920s and has a long and varied history from prehistoric times onwards.

Leaflets, books, maps, slides and notes were designed, the teacher using whatever is appropriate to study. The use of the contents of this "teachers' toolbox" in the classroom, before and after the visit, was carefully considered. One innovation was the "take-apart" book, consisting of numbered pages held together in a slide-binder, so that children could be given the pages relevant to their topic.

In order for children to gain an idea of the size of the forest, an adaptation of the public forest drive (free to booked school groups) has been arranged. This means that a coach can drive nine miles in a round trip from Dalby village, and special arrangements can be made for children to see forest operations in progress.

The "box" has been available on free loan from the Forestry Commission or any of North Yorkshire's nine teachers' centres. It has been a great help in making school visits more rich and rewarding for both children and their teachers.

E. E. L. Owens is County Education Officer for North Yorkshire.

Another chance

Carole Woodruff

I write as a twenty-nine year old university undergraduate, married, with two young sons at first school.

This is not especially remarkable, there being more mature students in universities than is generally realized, but what does seem to be unusual is the method by which, last year, I attained the two GCE passes at A level necessary to enter university.

At 17, I had abandoned my grammar school sixth-form course in modern languages, in favour of "independence". But my experience of mundane clerical work convinced me that I'd made a bad mistake, so I made several abortive attempts to take A levels at the local technical college. This only increased my frustration. I found the courses inadequate; there was virtually no provision for the tuition necessary for the study of the literature, which is always a prime requirement of any A level language syllabus.

Eventually I abandoned the idea of ever being able to continue the studies I had so lightly given up. My interest only revived when I suddenly found myself alone at home, my children beginning their own school lives.

I found myself in pursuit of my long-lost ambition—a place at university. The years of regret, coupled with the free time I now had, convinced me I should reconsider the possibility of gaining my A levels. The problem was how to obtain advice.

The only practical solution I could think of was to telephone my old school, now the Blyth Jex Comprehensive School in Norwich. Valerie Glauert was still head; I had rejected her advice some nine years earlier.

The results of my 'phone call amazed me. Within minutes the secretary was quoting details from my school record-card. Later the same day I was interviewed by the deputy head, Ivan Powell, who had been my sixth-form master the year I had left. Now he was making all sorts of inquiries on my behalf.

He established that I would need two A levels to apply to the University of East Anglia's School of European Studies. I had decided to combine Spanish with my major subject, French; but no daytime courses were available in further education establishments to make this possible.

The following day I returned to the school. The head offered to "arrange something" with the local education authority. The next day I was told I could "start on Monday". I was to go back to my old school.

I joined the relevant A level classes in the sixth-form centre. Thus my needs were provided for entirely within the hours of freedom from family commitments.

It was not difficult to readjust my life. I had to attend only the lessons appropriate to my two subjects, and this gave adequate free periods in which to work alone. The nine-year break from studying quickly telescoped into irrelevance.

My self-consciousness among the other sixth-formers, so much my juniors, disappeared, along with their own gradual and natural acceptance of me. They became friends even, some of them writing to me still, from the universities and other colleges they now attend.

I became a new person at home, through the reawakening of my academic interests. The continued encouragement and support of both my husband and my parents was of course invaluable to my progress.

Last summer I left the school for the second time. I passed the exams in both French and Spanish. Thanks to an enlightened head, the comprehensive system was adapted to my needs. The deputy head observed that my presence in the sixth form encouraged the other students in their own efforts. It seems the idea was mutually beneficial.

I hope others who find themselves in my situation will be able to obtain the qualifications necessary for entry into higher education in a similar way. The facilities that schools offer would then be economically utilized to a much greater effect, whilst reinforcing some of the ideals behind the original notion of the benefits to *all* of a comprehensive system.

Unhappy ending

Kenneth Waddington

He was not one of our best pupils. Let us be honest: he would be any bookmaker's favourite in a competition to find the school's worst pupil. When the teachers were being polite they called him "disruptive"—more often they called him a rude, foul-mouthed, aggressive bully.

English essays and maths problems held no fears for George—he did not bother attending the lessons. But one subject which aroused a rare spark of curiosity in him was "community service".

"What's that then?" he demanded, with his customary charm.

"In community service lessons you go out of school to help people, from pre-school playgroups and children of one-parent families to handicapped children and old people".

George's forehead creased. "You mean I get out of school to do this?".

"Of course", replied his teacher. "But you'll be expected to spend as much time there as you would in school", he added hastily, and a little uncertainly.

"I'll do it", decided George.

Round one to the school. For the first time, perhaps, in three years, George had been persuaded to take part in an activity without coercion.

He looked a little out of place among playgroup children. A 6ft 1in, 15-year-old boy with lank greasy hair standing knee deep in toddlers and clutching a football. A boy who had had the confidence to stand up to his parents and teachers for so long was frozen with nerves in the presence of children one quarter of his age.

The playgroup leader helped to break the ice. Within 10 minutes George was contentedly playing football with the children. Well, not all of the children. Not with four-year-old John.

John, in his own way, was as much a misfit as George. John's pale blue eyes watched dreamily as the children played, but those eyes betrayed no interest, no joy. Those strange eyes seemed to look through you and showed no recognition—they never had. He didn't even seem to recognize his own mother.

But as John watched that game of football something must have clicked in his mind. For, the following week when George arrived, John went towards him, took the ball and began to play. John had recognized someone, established a relationship and begun to display some emotion; he had started, belatedly, adjusting to the world in which he was growing up.

The third week George and John played football. By the fourth week John began to show pleasure in anticipation of George's visit, and disappointment at his departure.

George, too, was learning to develop a meaningful relationship for the first time in his life—he was actually enjoying learning. The value of such community service lessons can be seen clearly in this case history: both givers and recipients of the service learn and benefit.

If this story were fiction, I would conclude by describing how George, like young John, become a happier and better adjusted human being. But, apart from the names, the story is true. And community service experiences, like those in life, do not always fit into neatly plotted stories with happy endings.

For, on the fifth week, George reverted to his old habits and failed to turn up for school. Nor did he arrive at the playgroup with his football. But . . . John cried.

Kenneth Waddington is coordinator of community studies, Kirkley High School, Lowestoft, Suffolk.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education 24

Primary Education
Headships 24
Deputy Headships Senior Masters/Mistresses 24
Scale 2 Posts 24
Remedial Posts 24
Scale 1 Posts 24

Middle School Education
Modern Languages 25
Music 25
Technical Studies 25
Other than by Subjects 25

Secondary Education
Deputy Headships Senior Masters/Mistresses 25
Remedial Posts 25
Art and Design 25
Classics 25
Commercial Subjects 26
Domestic Subjects 26
Economics 26
English 26
Geography 27
History 27
Humanities 27
Mathematics 27
Modern Languages 28
Music 28
Physical Education 28
Religious Education 29
Science 29
Social Studies 30
Technical Studies 30
Other than by Subjects 30
Appointments in Scotland 30

Sixth Form and Tertiary Colleges
Scale 2 Posts 30
Scale 1 Posts 30

Special Education
Headships 30
Deputy Headships Senior Masters/Mistresses 31
Scale 2 Posts 31
Scale 1 Posts 31

Independent Schools
Headships 31
Deputy Headships Senior Masters/Mistresses 31
Art and Design 31
Economics 31
English 31
History 31
Mathematics 31
Modern Languages 31
Music 31
Pastoral 31
Physical Education 31
Science 32
Social Studies 32
Technical Studies 32
Other than by Subjects 32

Preparatory Schools
Mathematics 32
Physical Education 32
Science 32
Other than by Subjects 32

Colleges of Further Education
Directors and Principals 32
Other Appointments 32

Colleges and Departments of Art 34
Polytechnics 34
Universities 34
Colleges of Higher Education 35
Colleges of Education 36
Adult Education 36

Community Homes and Associated Institutions
Headships and Deputy Headships 36
Other Appointments 36

Assessment Centres 36
Youth and Community Service 36
Overseas Appointments 37

Administration
Local Education Authority 42
General 43

Child Care 43
Educational Psychologists 43
Examiners 43
Librarians 43
Ancillary Services 43
Miscellaneous 43
Outdoor Education 44
English as a Foreign Language 44

Appointments wanted

Other classifications

Educational Courses
Personal
Announcements
Exhibitions
Entertainments
For Sale and Wanted and Postal Shopping
Holidays and Accommodation
Home Exchange Holidays
Partnerships
Properties for Sale and Wanted

Nursery Education

EALING
(London Borough of)
EDUCATION SERVICE
NORTHOLT FIRST AND MIDDLE SCHOOL
Compton Crescent, Northolt, Middlesex.

TEACHER required for January, 1979 to co-ordinate the Nursery Unit which is part of the school.

Scale 2 salary plus £402 London Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, [illegible]

Application forms (S.A.E.) and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible.

REDBRIDGE
(London Borough of)
LANGUAGE SERVICE OF THE AUTHORITY
NURSERY TEACHER. Scale 1.

Required for September or January, a NURSERY TEACHER to join the Language Service of the Authority. The Service consists of a team of teachers who are placed in schools on an annual basis to help the language development of ethnic minority children. The successful candidate will initially be placed, on a full time basis, in the nursery at Uphall Primary School, Uphall Road, Ilford, Essex IG1 2JD, whose Headteacher is Mr. Norman Morris.

A teacher is required who has experience of, or an interest in, teaching in a school with a very large proportion of ethnic minority children. An interest in language development with ethnic minority children is essential. Candidates should give details in a letter accompanying their application form of their previous experience in language development with ethnic minority children and state their reasons for making an application.

Application forms from and returnable to J. E. Fordham, B.A., Chief Education Officer, London Borough of Redbridge, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN. Closing date 11th August, 1978.

Primary Education

Headships

AVON COUNTY
CONISTON INFANTS SCHOOL
Enoch Close, Coniston Road
Patchway, Bristol

Applications invited for the HEADSHIP of this school.

Salary in accordance with Group 4.

Vacancy from 1st January, 1979.

Further details and application form, returnable by 11th August, from Director of Education, Avon House North, P.O. Box 57, St. James Barton, Bristol, BS99 7EB. S.A.E., please.

[illegible] EDUCATION COMMITTEE

Applications are invited from qualified TEACHERS for the following Primary Headship:
CHACEWATER COUNTY PRIMARY JUNIOR AND INFANT SCHOOL
Chacewater, Truro
Group 3
130 Boys and Girls on roll

Vacancy occurs January, 1979.

Application forms and further details from and returnable to the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date: 21st August, 1978.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION

Appointment of HEAD TEACHER. ST. NICHOLAS-AT-WADE C. OF E. (Controlled) PRIMARY SCHOOL
Group 3 Roll: 126.

Appointment to take effect from the Spring Term, 1979.

Application forms and further particulars (S.A.E. please) from the Divisional Education Officer, Denemount, The Vale, Broadstairs CT10 2BZ, to whom they should be returned by 11th August.

TONBRIDGE AND MALLING DIVISION

Appointment of HEAD TEACHER. AYLESFORD ST. PETER'S C.E. PRIMARY SCHOOL
(controlled)
Group 4. Roll 190.

Appointment to take effect from January, 1979.

Application forms and further particulars (S.A.E. please) from the Divisional Education Officer, 125 High Street, West Malling, Kent, to whom they should be returned by 4th August.

Deputy Headships Senior Masters/ Mistresses

SOLIHULL
EDUCATION COMMITTEE
BLOSSOMFIELD INFANT SCHOOL
Eastcote Close, Shirley, Solihull, West Midlands B90 3QX

Required for 1st January, 1979, DEPUTY HEAD for this Group 4 school. Ability to offer Music and experience of all age groups preferred.

Application forms obtainable from and returnable to The Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU.

Closing date 28th August, 1978.

WILTSHIRE
HARNHAM C.E. JUNIOR SCHOOL
Saxon Road, Salisbury, Wilts.
Number on roll 273; Group 5

DEPUTY HEAD required for January, 1979.

Further details and application form obtainable from Mrs. P. Wooster, 131 Harnham Road, Harnham, Salisbury, Wilts (S.A.E., please.)

Closing date: 19th August, 1978.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
FARLEY JUNIOR SCHOOL
North Drift Way,
Luton, Beds.
Headmaster, Mr. W. G. Loy

Required for September, 1978, experienced TEACHER of ENGLISH as a SECOND LANGUAGE in a Language Unit which caters for non-English speaking boys and girls, aged seven to 11+. Scale 2.

Some assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Southern Area Education Office, 30a Old Bedford Road, Luton, Beds., to be returned by 18th August, 1978.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS. DIVISION
SUMMERCROFT JUNIOR SCHOOL
Parsonage Lane
Bishop's Stortford, Herts.

Required for September, 1978, experienced TEACHER for Second Year Junior class with responsibility for senior boys' games. Music ability useful. Possibility of Scale 2 post for suitable applicant. London Fringe Allowance.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from Qualified TEACHERS for the following posts. In addition to any other qualifications mentioned applicants will be required to teach GENERAL SUBJECTS. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.

Applications should be submitted on Form T1 to the Head Teacher at the address shown, unless otherwise stated.

GILLINGHAM DIVISION

TEACHER FOR NON-ENGLISH SPEAKING PUPILS
Scale 2

Required as soon as possible, an experienced Scale 2 TEACHER able to deal effectively and sympathetically with the language problems of immigrant pupils whose command over written and spoken English is weak. Appropriate qualification in teaching English to non-English speaking pupils or relevant experience desirable.

Further details and application forms available on receipt of S.A.E. from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 11th August, 1978.

SOLIHULL
EDUCATION COMMITTEE
MILL LODGE PRIMARY SCHOOL
(Group 5)
Aqueduct Road, Shirley, Solihull, West Midlands B90 1BT

Required as soon as possible: Scale 2 TEACHER to co-ordinate work of upper juniors and to be responsible for learning resources. Music an advantage.

Further details and application forms from Head Teacher (enclose S.A.E.). Closing date 18th September.

SOLIHULL
EDUCATION COMMITTEE
LOWBROOK PRIMARY SCHOOL
(Group 6)
Chichester Grove, Chelmsley Wood, Birmingham B37 6HZ
Scale 2

Required for January, 1979, an experienced and enthusiastic TEACHER for upper juniors, to be responsible for BOYS' PHYSICAL EDUCATION and for outdoor activities throughout the school.

Applications by letter and curriculum vitae to Head Teacher, quoting two referees.

WEST SUSSEX
NORTH EASTERN AREA
GOSSOPS GREEN C. JUNIOR SCHOOL
Kidborough Road, Gossops Green, Crawley, Sussex.
Scale 2

Experienced junior TEACHER required January, 1979. Special responsibility for MATHEMATICS.

Favourable housing plus London fringe area allowance.

Details and application form from Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex.

Remedial Posts

BRENT
(London Borough of)
EDUCATION COMMITTEE
Required from September:
TEACHERS (Scale 1) at a number of PRIMARY and SECONDARY SCHOOLS to cater for the needs of disruptive pupils.

For further details see "Secondary, Remedial Posts, Scale 1".

Scale 1 Posts

BERKSHIRE
ST. MARY'S R.C. (AIDED) PRIMARY SCHOOL,
Cookham Road, Maidenhead
(Number on roll 271 mixed)

Required for September, three practising Roman Catholic TEACHERS for ALL SCHOOL GAMES, MUSIC (Pianist), Lower School.

For further details, please telephone the Headmaster, telephone Maidenhead 32570.

BRENT
(London Borough of)
MOUNT STEWART JUNIOR MIXED SCHOOL,
Mount Stewart Avenue, Kenton
Harrow, Middlesex
(Roll: 340)

Required from September due to improved staffing ratio, CLASS TEACHER (Scale 1) for younger JUNIORS. Excellent opportunities for a keen musician and swimming enthusiast.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees, enclosing S.A.E. for reply.

EALING
(London Borough)
EDUCATION SERVICE
ST. MARK'S FIRST AND MIDDLE SCHOOL
Lower Boston Road, Hanwell
W7 3NR

Required for September, class TEACHER for MIDDLE DEPARTMENT to take boys' games and to assist with some French teaching.

Application forms (S.A.E.) from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned as soon as possible.

ST. RAPHAEL'S R.C. FIRST AND MIDDLE SCHOOL
Rushdene Crescent
[illegible] Avenue, Northolt
Middlesex

TEACHER required for the First School, practising Catholic preferred. Ability to teach music or play a musical instrument an advantage.

Application forms (S.A.E.) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned to the Headmistress at the school.

£402 London Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ST. ALBANS R.C. [illegible]
Heron Flight Avenue, [illegible]
Essex
(Roll 180)

Required September, 1978: TEACHER for LOWER JUNIORS.

Successful applicant will work as a member of a newly formed team in a semi open-plan wing. The parish is able to offer accommodation if required. Practising Catholic would be preferred.

Application forms S.A.E. [illegible] available from Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Completed forms should be returned to the school by 18th August 1978. Interviews will be held during the following week.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from qualified TEACHERS for the following posts.

In addition to any other qualifications mentioned, applicants will be required to teach General Subjects. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.

Applications should be made on Form T1 to the Head Teacher at the address shown, unless otherwise stated.

CANTERBURY DIVISION

[illegible] COUNTY PRIMARY JUNIOR SCHOOL
Canterbury
(Roll: 260)

A lively and energetic TEACHER required from September for first year Juniors. Vacancy arising due to ill-health of teacher appointed.

Application forms from Divisional Education Officer, 78 London Road, Canterbury.

SEVENOAKS DIVISION

HEXTABLE C.P. INFANT SCHOOL
St. David's Road, Hextable,
Swanley
Group 4
Roll: 200 approximately

Required [illegible] ASSISTANT TEACHER on one year contract from September 1978. MUSIC desirable, [illegible]

Written applications [illegible] mistress enclosing S.A.E. [illegible]

Hounslow

(London Borough of)
EDUCATION COMMITTEE

Required SEPTEMBER, 1978.
The following schools have posts available for

MUSICIANS

ALEXANDRA JUNIOR SCHOOL—Part-time (.6)
Alexandra Road, Hounslow TW3 1JT
NORWOOD GREEN JUNIOR SCHOOL—Full-time (Scale 1)
Thorncliffe Road, Southall
HESTON JUNIOR SCHOOL—Full-time (Scale 1)
Heston Road, Heston, TW5 0QR
HOUNSLOW TOWN J.I. SCHOOL (Infant)—Full-time (Scale 2)
Pears Road, Hounslow TW3 1SR
LONDON ALLOWANCE £297 PAYABLE
CLOSING DATE: 11 AUGUST, 1978

Application forms (stamped addressed foolscap envelope) from Mr. J. Cooper, M.A., B.Sc., Acting Director of Education, Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN, to whom they should be returned by the closing date. (Please state to which post your application refers.)

Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines).

Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £82.65).

A charge of £1 is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

Cheshire

THE GRANGE COUNTY COMPREHENSIVE SCHOOL
Regent Street, Ellesmere Port, South Wirral

Head Teacher

Group 12—Number on roll 1440

Required for this developing 11-18 Comprehensive School which was re-organised in 1974 and serves the mainly Urban District of Ellesmere Port. The successful candidate will be required to show initiative in developing further the potential of the school. This will demand commitment and energy as well as professional expertise in managing the large teaching and ancillary staff, school-industry and school-community links.

Please send stamped addressed envelope for application form and further details to the District Education Officer, 88 Wellington Road, Ellesmere Port, South Wirral, to whom it should be returned by Friday, 11th August, 1978.

PRIMARY
Scale 1 Posts
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from qualified TEACHERS for the following posts. In addition to any other qualifications mentioned applicants will be required to teach GENERAL SUBJECTS. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.

Applications should be submitted on Form T1 to the Head Teacher at the address shown, unless otherwise stated.

GRAVESHAM DIVISION

SHEARS GREEN C.P. INFANTS' SCHOOL
Packham Road, Northfleet

Required for September for one term (supernumerary post), MUSIC TEACHER required able to teach all age range. Experienced teacher preferred but college leavers considered.

Apply in writing, giving full details, to the Headmistress at the school.

LINCOLNSHIRE
ASSISTANT TEACHER
CROWLAND SOUTH VIEW COUNTY PRIMARY SCHOOL.
Burnham Scale 1. Roll: 300

For January or possibly earlier. ASSISTANT TEACHER for INFANTS.

Forms from the Divisional Education Officer, County Hall, Boston, Lincs. PE21 6LX. (Mark envelope "Application — Teacher" and enclose S.A.E.) or S.T.A.P. accepted. Closing date, August 11, 1978.

LONDON

ALEXANDER McLEOD J.M. SCHOOL
Fuchsia Street, S.E.2
Headmaster: W. Roy Porter

Part-time (0.5) TEACHER required from September to teach GENERAL SUBJECTS, as part of a team of teachers responsible for a year group. Hours can be arranged by mutual agreement.

Write to school for application form.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service for September, 1978.
All posts are Scale 1 unless otherwise specified.
An asterisk before the school name indicates a social priority school.

Secondary Schools

ENGLISH
Sandfields Comprehensive School
Southdown Road, Port Talbot
(MIXED) (1358 on roll) (Age Range 11-18). Scale 2. (Post Ref. 6S6/1.22.78.)

GENERAL SCIENCE
Bishop Vaughan R.C. Comprehensive School
Mynyddgarnlwyd Road, Morriston, Swansea
(MIXED) (1150 on roll) (Age Range 11-18). (Post Ref. BV/2.22.78)

MATHEMATICS
Dyffryn Comprehensive School, Margam
Port Talbot
(MIXED) (1195 on roll) (Age Range 11-18). (Post Ref. 6S7/3.22.78.)

Special Schools

Penybryn E.S.N.(M) Special School
Mynyddgarnlwyd Road, Morriston, Swansea
(MIXED) (140 on roll) (Age Range 11-16). Two temporary posts, one for the academic year 1978/79 due to the secondment of the post holder, and one due to maternity leave. Applicants should have the Diploma in Special Education (or equivalent) and/or relevant experience. (Post Ref. OSP/4.22.78.)

Primary Schools

DISTRICT 2 (SWANSEA EAST)
A few TEMPORARY POSTS for the academic year 1978/79 due to the secondment of permanent members of staff. An interest in Environmental Studies/Science or Language Development would be an advantage. (Post Ref. DISTRICT 2/P/5.22.78.)

DISTRICT 6 (PORT TALBOT)
Central Infant School, Theodore Road
Port Talbot
(MIXED) (139 on roll) (Age Range 3-7) for Reception Class but with an interest in Mathematics and/or Art and Craft. (Post Ref. DISTRICT 6/P8/6.22.78.)

Central Infant School, Theodore Road
Port Talbot
(MIXED) (139 on roll) (Age Range 3-7) preferably with an interest in Music and ability to play the piano. (Post Ref. DISTRICT 6/P8/7.22.78.)

Tywyn Infant School, Channel View
Port Talbot
(MIXED) (145 on roll) (Age Range 3-7) for Nursery Class. Ability to play the piano desirable. (Post Ref. DISTRICT 6/P7/8.22.78.)

Eastern Primary School, Incline Row
Port Talbot
(MIXED) (197 on roll) (Age Range 3-11). Scale 2 post with special responsibility for Music. (Post Ref. DISTRICT 6/P8/9.22.78.)

Central Junior School, Broad Street
Port Talbot
(MIXED) (35 on roll) (Age Range 7-11) duties to include Girls' P.E. and Games. (Post Ref. DISTRICT 6/P8/10.22.78.)

Cwmafan Junior School, Cwmafan
Port Talbot
(MIXED) (298 on roll) (Age Range 7-11) to teach Boys' P.E. and with an interest in Mathematics. (Post Ref. DISTRICT 6/P8/11.22.78.)

Glanymor Junior School, Severn Crescent
Port Talbot
(MIXED) (207 on roll) (Age Range 7-11) preferably with an interest in Music and abilityto play the piano. (Post Ref. DISTRICT 6/P7/12.22.78.)

Application forms and further particulars are obtainable from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference(s).

CLOSING DATE. The closing date for the receipt of completed application forms is Thursday, 10th August, 1978.

John Beale, Director of Education, Education Department, Princess House, Princess Way, SWANSEA.

RICHMOND UPON THAMES
(London Borough of)
NELSON INFANTS' SCHOOL
Nelson Road, Whitton,
Twickenham TW2 7BU

Required for September, Scale 1 TEACHER for TOP INFANTS.

The man or woman appointed to this post will have a good knowledge of teaching of reading and mathematics and be enthusiastic and willing to learn. An interest in science, audio-visual aids and/or football will be an advantage.

The post is suitable for a probationer.

STAP or forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Head Teacher at the school by 7th August, 1978.

SHROPSHIRE
EDUCATION COMMITTEE
CLEOBURY MORTIMER COUNTY PRIMARY SCHOOL
Kidderminster, Worcs.
TEACHER required for September for 10-year-old juniors. Ability to organise Boys' P.E. and Games an advantage.

Application forms (send S.A.E.) from County Education Officer, The Shirehall, Abbey Foregate, Shrewsbury, and returnable to the Head at the school.

SOLIHULL
EDUCATION COMMITTEE
MARSTON GREEN JUNIOR SCHOOL,
(Group 6)
Station Road, Marston Green,
Birmingham B37 7BA
Required for September, 1978, Scale 1 TEACHER with ability to teach BOYS' GAMES.

Applications by letter and curriculum vitae to Head Teacher, quoting two referees.

Middle School Education

By Subject Classification

Modern Languages

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
WESTERN MIDDLE SCHOOL
Western Road, Mitcham
Surrey

Headmaster: Mr A. M. S. Poole
Age range 9 to 13 years

TEACHER required for September, 1978, to develop and take responsibility for the teaching of FRENCH. Scale 2 Post available for suitable applicant.

London Allowance £402. Legal expenses and assistance towards removal expenses will all be considered where appropriate.

Forms of application and further particulars of the post are available from The Director of Education, London Borough of Merton, London Road, Morden, Surrey, to whom the forms, when completed, should be returned as soon as possible.

Music

Scale 1 Posts

BERKSHIRE
WEXHAM COURT COUNTY MIDDLE SCHOOL
Church Lane, Wexham, Slough
Required for September, part-time TEACHER for MUSIC (Choir/Instruments) one afternoon per week (Thursday).

Application forms available from the Head Teacher (S.A.E.).

EALING
(London Borough)
EDUCATION SERVICE
GURNELL MIDDLE SCHOOL
Hathaway Gardens, Ealing W.13
Scale 1 TEACHER for MUSIC with general subjects required for September, 1978, or as soon as possible thereafter.

London Weighting £402.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Letters of application to the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

Technical Studies

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE

Required, September, 1978, a PERIPATETIC HANDICRAFT TEACHER to work in the Authority's Middle and High Schools, age range 9 to 13 and 13 to 18 years. Scale 2 possibly 3, post available for suitably qualified and experienced applicant. Applications from students seeking a first teaching post will be considered.

London Allowance £402. Legal expenses and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Director of Education, Station House, London Road, Morden, Surrey, on receipt of a stamped addressed envelope, to whom the forms should be returned as soon as possible.

Scale 1 Posts

MERTON
(London Borough of)

PERIPATETIC HANDICRAFT TEACHER required see under Middle and High Schools, TECHNICAL STUDIES, Scale 2 and Above Posts.

Other than by Subject Classification

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
LINCROFT MIDDLE SCHOOL
Oakley, Bedford
Temporary TEACHER required from September, 1978, until the end of the Summer Term, 1979, to take GENERAL SUBJECTS, with an interest in music and the ability to accompany the school choir. Scale 1.

Application forms and further particulars obtainable from the Headmaster at the School.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
BRUSHWOOD COUNTY MIDDLE SCHOOL
Brushwood Road, Chesham
HP5 3DW
Head: Miss M. Thrower
No. on roll: 307 boys & girls
Required for September, experienced TEACHER of GENERAL SUBJECTS for upper middle school class (ages 10 to 12): ability to teach French essential.

London fringe area allowance of £150 p.a. payable in addition to Burnham salary.

Removal expenses up to £150 payable in approved cases.

Application forms available from the Divisional Education Officer, 20 London Road West, Amersham, on receipt of S.A.E.

EALING
(London Borough)
EDUCATION SERVICE
SOUTHFIELD MIDDLE SCHOOL
Southfield Road, Bedford Park,
London, W4 1AY
Required for September, 1978, an imaginative and enthusiastic class TEACHER to join the staff of this well established 8-12 years middle school serving a multiracial neighbourhood in Acton. Besides offering general subjects, an additional interest in developing a particular area of the middle school curriculum would be a further recommendation.

Applicants should reply as soon as possible, stating interests. First appointments will be considered.

London Weighting payable.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation (this applies to full-time appointments only).

Letters of application to the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU enclosing S.A.E.

Secondary Education

Deputy Headships Senior Masters/ Mistresses

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION

THE KING ETHELBERT SCHOOL
Birchington-on-Sea
(Group 9) Roll 800
(Co-ed, 11-18 years)
For January 1st: DEPUTY HEAD with special responsibility for BOYS' WELFARE. Training and experience in curriculum development and timetabling essential.

Further details and application forms available from the Headmaster (S.A.E.).

TONBRIDGE AND MALLING DIVISION

AYLESFORD SCHOOL
Teapot Lane, Aylesford, Maidstone
ME20 7JU (Group 10)
Vacancy for September 1978 — SECOND MASTER/MISTRESS.

Applications are invited for the above post arising from the promotion of the present Senior Mistress to a Headship.

The School, situated in a pleasant residential area 3½ miles N.W. of Maidstone is fully comprehensive in the first two years with some transfers to upper schools at 13-plus. G.C.E. "O" level and C.S.E. courses. The roll will be about 950 during next educational year rising to 1,000-plus by 1979, thus providing a challenging experience for an able career teacher.

The teacher appointed will be part of the senior management of the School and work in close co-operation with the Headmaster, Deputy Head, and Heads of Upper and Lower School, in helping to formulate and implement school policies. He/she will be expected to assume overall responsibility for Girls' welfare, liaise with the Education Welfare Officer, deputise for the Deputy Head in his absence, and be in charge of the school in the absence of both the Head and the Deputy Head. The post includes also supervision of students on teaching practice and probationer teachers.

It is expected that the successful candidate would be capable of making a substantial contribution to the teaching of a main subject, to G.C.E. "O" level and C.S.E., if required.

Applications should be made by letter to the Headmaster, stating relevant personal details, training, qualifications, experience and interests, together with the names of two referees.

Remedial Posts

Heads of Department

ESSEX

ST. THOMAS MORE HIGH SCHOOL FOR BOYS
(Roll: 600)
Kenilworth Gardens
Westcliff-on-Sea
Tel.: Southend-on-Sea 44933

HEAD OF REMEDIAL

Scale 2—required for September or January to head superbly equipped department. Vacancy due to promotion. Apply by letter to Headmaster.

Scale 1 Posts

BERKSHIRE
THE PIGGOTT SCHOOL
Twyford Road, Wargrave,
Reading
Number on roll: 1,000
REMEDIAL TEACHER (Scale 1) required from 1st October, to work as number 3 in well-established department. General experience in a Primary School an advantage.

Applications, and stamped addressed envelope, to the Headmaster with curriculum vitae and names and addresses of two referees. Short-listed candidates will be notified within 21 days of receipt of application form.

BRENT
(London Borough of)
EDUCATION COMMITTEE
Required from September:
TEACHERS (Scale 1) at a number of PRIMARY and SECONDARY SCHOOLS to cater for the needs of disruptive pupils. Those appointed will be attached to schools in a supernumerary capacity as the need arises. London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Please apply by letter to the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply, within seven days.

ESSEX

STEWARDS SCHOOL
(Roll: 1,340)
Parnall Road, Harlow
Tel.: Harlow 21901

REMEDIAL
(Temporary)

Required for September, 1978, REMEDIAL TEACHER on term temporary appointment to teach small groups of children basic science.

Please apply in writing to the Headmaster at the school giving the names of two referees.

LONDON

VAUXHALL MANOR SCHOOL
Lawn Lane SW8 1UQ
Tel.: 01-735 6065
S.G. Comprehensive
Roll 1,200 girls aged 11-18

Wanted for September: REMEDIAL TEACHER (Scale 1) to work with small groups on a withdrawal basis on basic skills including numeracy. Training and experience in this work important.

For full details please apply as soon as possible to the Headmistress, Mrs. Anne Jones. Visits will be arranged for suitable candidates.

CITY OF SALFORD
EDUCATION DEPARTMENT

CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford M6 5BH
(11 to 16 Comprehensive School. Number on roll 1,100 pupils)

Required from 1st September, 1978, for one term only, TEACHER, REMEDIAL, Scale 1.

Ability to offer Social Studies would be an advantage.

Please send S.A.E. for application form to the Headmaster, to whom they should be returned as soon as possible. Telephone enquiries on 061-736 4969.

By Subject Classification

Art and Design

Scale 1 Posts

BERKSHIRE
FURZE PLATT COUNTY SECONDARY SCHOOL
Marlow Road, Maidenhead
(Number on roll 1,070, mixed, comprehensive)
Required for September for one year, temporary TEACHER of ART or ART with subsidiary subject (state subsidiary subject) with interest in 3D work an advantage.

Apply immediately to Headmaster giving age, qualifications, other interests and two referees. London Fringe Allowance £150 per annum (S.A.E.).

CROYDON
(London Borough of)
ST. JOSEPH'S COLLEGE, R.C.
Beulah Hill, Upper Norwood,
London, S.E.19
(Telephone: 01-761 1426/7)
Tenable: September 1, 1978
St. Joseph's College (founded in 1855 and run by the de la Sal Brothers) is a Roman Catholic, six-form entry aided school for boys aged 11 to 18, with a sixth form of 200. A fully qualified ART TEACHER with a knowledge of screen printing is required to join the staff of a large department next September: 2½ days (0.5).

Salary: Burnham Scale 1 (S.T.A.P.) with London area allowance.

Application forms with curriculum vitae and names of two referees to the Head Teacher.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London, E13 8RX
(Roll 980)
Required for September, 1978 TEACHER of ART/CRAFT (Scale 1).

Burnham Scales plus London Allowance (£402) plus Social Priority Allowance (£201 or £276).

Application forms and details may be obtained from the Director of Education, The Broadway, Stratford, London E15 4BH, to whom the forms should be returned as soon as possible.

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton NN1 5RT

Required for September, a TEACHER of ART, Scale 1; some Sixth Form work available for a suitable applicant. An interest in printmaking/printing would be welcome.

Teaching will be in the new Design Block of this Upper School of 1,000 boys.

Applications by letter (no forms) should be sent as soon as possible to the Headmaster at the school, with particulars of qualifications, experience and interests. Copies of testimonials and names and addresses of referees would be helpful.

SANDWELL
(Metropolitan Borough of)
WODENSBOROUGH HIGH SCHOOL
(11 to 16 Comprehensive)
Required for September, 1978: ART/DESIGN/CRAFT or TECHNICAL DRAWING, Scale 1. Interest in the teaching of some Drama an advantage. Well equipped Drama Studio.

Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Hydes Road, Wednesbury, West Midlands.

SOLIHULL
EDUCATION COMMITTEE
ARDEN SCHOOL
Station Road, Knowle, Solihull,
West Midlands
Temporary TEACHER of BOYS' CRAFT (including Technical Drawing and Motor Vehicle Studies, if possible).

Required for September, for one term only, at this 11 to 16 all-ability school, a temporary and preferably qualified TEACHER of BOYS' CRAFT.

Apply in the first instance by letter to the Headmaster at the school enclosing a stamped addressed envelope.

Classics

Other Posts on Scale 2 and above

MID-GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
Required for September, 1978, or as soon as possible thereafter.
TAFF ELY DISTRICT
COMPREHENSIVE SCHOOL
BRYN CELYNNOG
Beddau, Pontypridd
Honours GRADUATE in LATIN to be in charge of the teaching of the subject which starts in Year 3. Classical studies are taught to selected groups in Years 1 and 2. Ability to assist with the teaching of English an advantage. Scale 3.

Application forms to be returned by August 9, 1978, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, The Grange, Tyfica Road, Pontypridd.

Canvassing will disqualify.

Scale 1 Posts

DONCASTER

LOCAL EDUCATION AUTHORITY

DONCASTER CATHERINE McAULEY R.C. UPPER SCHOOL
Cantley Lane, Doncaster
DN3 3QF
Telephone: Doncaster 57396

Required for 1st September, 1978, Scale 1, TEACHER of LATIN/FRENCH.

Please apply by letter, direct to the Head at the school, enclosing a full curriculum vitae and the names of two referees as soon as possible.

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

New Entrants

Applications are invited by New Entrants to the Teaching profession.

Apply by letter to the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DQ, as soon as possible.

SECONDARY
continued

Commercial Subjects

Scale 1 Posts

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
MARGARET DANE SCHOOL
Parsonage Lane
Bishop's Stortford
(700 on roll).

Qualified and experienced Part-time TEACHER required September for COMMERCIAL SUBJECTS.

Apply giving details of qualifications and experience in the form of a curriculum vitae, together with names, addresses and telephone numbers of two referees, to be addressed to the Head as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
THE ONSLOW SCHOOL
Old Rectory Drive, Hatfield
900 on roll
Headmaster: Mr M. J. A. Clarke, B.A.
Required for September: a PART-TIME TEACHER of COMMERCE (mainly Shorthand and Typing). The post is initially for one year but may be extended thereafter.

The timetabled programme is afternoons finishing at 3.30 p.m. and one morning making a total of eight-tenths of the week.

Please apply by letter direct to the headmaster, quoting the names and addresses of two referees.

LINCOLNSHIRE
CAISTOR YARBOROUGH SECONDARY SCHOOL
Grimsby Road, Caistor, Lincs LN7 6QZ
(Group 7: number on roll 380)
Required for September, 1978, either a full-time permanent TEACHER of COMMERCIAL SUBJECTS (typing and commerce) or a temporary part-time instructor for typing only. Small, well equipped rural school.

Apply immediately by letter, with details of qualifications, experience and two referees to the Headmaster at the school or telephone him on Barnetby 549.

LONDON
WILLIAM PENN SCHOOL
Red Post Hill, SE21 8HH
(Telephone: 01-737 4336)
Headmaster: R. Richardson, M.A., B.Sc. (Econ)
(1,370 boys, excellent new buildings, full range of courses to University entrance)

Required for September, 1978: a BUSINESS STUDIES TEACHER. The post involves the teaching of Commerce and Office Practice to the fourth and fifth years and sharing in the teaching of "A" and "O" level Economics to the Sixth Form.

The Business Studies department is well-established within the school and in developing sixth form links with other schools in the area.

Application forms may be obtained from the Secretary and should be returned to the Headmaster as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ASHFIELD COMPREHENSIVE SCHOOL
Sutton Road, Kirkby in Ashfield, Nottingham, NG17 8HP
Headmaster: S. Carter, B.A., J.P.
Mixed: 2,100
Urgently required for September. TEACHER (Scale 1) of TYPEWRITING, SHORTHAND, OFFICE PRACTICE, and if possible basic accounts for senior classes of Girls to C.S.E. and R.S.A. 1 and 2. Very well equipped and thriving department.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

WILTSHIRE
PEWSEY VALE SCHOOL
Pewsey, SN9 5EW
(Comprehensive 11 to 16 mixed)
Required for January 1979, a TEACHER of COMMERCIAL SUBJECTS. Typing and Commerce are taught to R.S.A., C.S.E. and "O" level as part of the option subjects in Years 4 and 5. Candidates should state what other teaching subjects they can offer. A part-time appointment would be considered.

Letters of application, giving full details of qualifications, active interests together with the names of two referees should reach the Headmaster as soon as possible. Closing date August 31st.

Domestic Subjects

Scale 1 Posts

BERKSHIRE
HAYMILL COUNTY SECONDARY SCHOOL
Burnham Lane
Slough SL1 6LZ
(Number on roll 470; 12 to 16 mixed)
Required for September, 1978, TEACHER of HOME ECONOMICS throughout the school, and up to C.S.E. and G.C.E. "O" level examinations.
Please send S.A.E. for application form and further details to the Acting Head Teacher, Haymill School.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
(Telephone: 01-656 0222/3)
Tenable: October 1, 1978.
A TEACHER of NEEDLECRAFT with an interest in Home Economics is required at this school with effect from October, 1978. The vacancy arises due to a member of staff taking maternity leave of absence.
Salary: Burnham Scale 1 (S.T.A.P.) with London area allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

HAMPSHIRE
SHOLING GIRLS' SCHOOL
Middle Road, Southampton, SO2 8PH
(12 to 16 Comprehensive: N.O.R. 655)
Required for September, Scale 1, DOMESTIC SCIENCE.
Apply by letter with S.A.E. to Head by 4th August.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DANE COURT TECHNICAL HIGH
Broadstairs Road, Broadstairs, Kent
TEACHER for HOME ECONOMICS (Scale 1) with some Needlework to join a well equipped Department assisting in the teaching of those subjects throughout the school, possibly some "O" and "A" level work. A creative approach and interest in theatrical costume work an advantage.
Dane Court is a selective, co-educational school of 1,100 pupils (200 in the Sixth Form) in pleasant surroundings on the Kent Coast. Excellent facilities exist for a wide range of sports and activities.
Apply by letter to Headmaster, enclosing curricular vitae and the names of two referees.

GRAVESHAM DIVISION

SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend
Roll 1,100 mixed.
This is a high school in a Thames-side secondary organization scheme. Age-range 11 to 16. Unselected entry into Lower School. Main School courses lead to C.S.E. and G.C.E. examinations.
Required for September 1978: TEMPORARY TEACHER of HOME ECONOMICS, with NEEDLECRAFTS. Scale 1. Likely duration of appointment, two terms. This [illegible] Design Faculty [illegible] purpose-built Design Block with extensive facilities and modern equipment.
Apply immediately (no forms) to the Headmaster, giving full particulars and the names and addresses of professional referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1978:
NORTHICOTE SCHOOL
TEACHER of NEEDLEWORK, Scale 1, capable of taking the subject to examination level. The department has very high standards in Creative Needlework and Garment Making.
This is a mixed comprehensive school with 1,260 pupils on roll, situated in the northern area of the borough and has modern and well-equipped provision for all areas of the curriculum.
Application forms available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DB, to whom they should be returned within 10 days of this advertisement. (S.A.E., please).

Economics

Scale 1 Posts

BARKING
(London Borough of)
WARREN COMPREHENSIVE SCHOOL
(Roll 1,102)
Whalebone Lane North, Chadwell Heath, Romford, Essex
Required for September, 1978, or as soon as possible thereafter:
ECONOMICS. A specialist in this subject is needed to teach up to and including "O" level groups and to develop "A" level work in the school. Scale 1.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Apply in writing giving full details and the names and addresses of two referees to the Head Teacher as soon as possible.

LIVERPOOL
WEST DERBY BOYS' COMPREHENSIVE SCHOOL
Quarry Road, Liverpool, L13 7DB

Require for September ASSISTANT for ECONOMICS, Scale 1. Graduate to teach to University entrance. Applications offering Social Studies or Mathematics as a subsidiary subject would be welcomed.

Forms obtainable from (S.A.E.) and returnable by 7th August, to the Head Teacher. Quote ref.: 88A(b).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
FAIRHAM COMPREHENSIVE SCHOOL
Farnborough Road, Clifton, Nottingham, NG11 9AE
Headmaster: Mr. O. Pavey, M.A., B.A.
(Mixed: 1,600)
For September, well-qualified and enthusiastic TEACHER (Scale 1) of ECONOMICS to join our expanding Business Studies Department.
Applications (no forms) to the Headmaster, as soon as possible, [illegible]

English

Scale 1 Posts

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1,062)
Dagenham Road, Dagenham, Essex
Required for September, 1978:
ENGLISH.—A well-qualified ENGLISH SPECIALIST is needed to join a successful department, which offers courses to C.S.E., "O" and "A" levels. There will be the opportunity for a suitably qualified and experienced teacher to take examination work. Scale 1 or 2 post available, dependent upon qualifications and experience.
London addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application forms available (S.A.E.) from the Head Teacher.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LEON SCHOOL
Bletchley
Required for September, 1978, a TEACHER of ENGLISH. Ability to take French with lower school pupils would be desirable.
Bletchley is situated in the designated area of the new city of Milton Keynes and the Development Corporation is making a number of houses for rent available to teachers appointed to schools in the area. Subject to the county council's regulations, removal expenses up to £158 and board and lodging allowances will be payable.
Application form obtainable from the Head, Leon School, Fern Grove, Bletchley, Milton Keynes MK2 3HQ, on receipt of a stamped addressed foolscap envelope.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
(Roll 1,176: co-educational)
Appleby Drive, Romford, RM3 7SJ
Required September 1978: TEACHER of ENGLISH to take the subject up to the fifth year. Temporary post for one year, replacing a permanent member of staff on secondment.
S.P.A. Allowance (£201/£276 per annum) payable.
Letters of application to the Head teacher giving full curriculum vitae and quoting two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

CANTERBURY DIVISION

SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable CT5 1PX
Headmaster: G. E. Pike, B.A.
Required for the AUTUMN TERM ONLY, a TEACHER for ENGLISH throughout the secondary school age range.
Applications by letter to the Headmaster from whom further information of school can be obtained (S.A.E. required please).

ASHFORD DIVISION

ASHFORD DUNCAN BOWEN SCHOOL
(Boys and girls)
(Roll 1,260)
TEACHER of ENGLISH Scale 1 required immediately to teach in Upper School.
Applications to Headmaster at the school (Stanhope Road, Ashford) S.A.E. please.

LONDON
ST. PAUL'S WAY SCHOOL
(SM)
Shelmerdine Close, Bow
E3 4AN
(roll 1,150 11 to 18 fully comprehensive including partially hearing unit:
Purpose built accommodation,
Ten minutes from Mile End Underground Station)

HEADMASTER
Required for September, or A.S.A.P., FULL-TIME TEACHER of ENGLISH to cover the whole age range up to C.S.E. and "O" Level standards and the whole ability range in a school which operates a broad-banded system. "A" Level work might be available for a suitable candidate in future years at the VIth Form Centre. This is a lively, strong department, and full scope would be given to the person appointed to develop his or her particular interests.
The Headmaster always welcomes enquiries and visits to the school. Please write for an application form.

LONDON
TULSE HILL SCHOOL
(S.B.) Group 12)
Upper Tulse Hill
London, SW2 2RH
01-674 4661
Headmaster: Mr. D. B. Evans

TEACHER of ENGLISH
Urgently required for September for one year only. Owing to a last minute secondment we need an experienced, energetic and imaginative person to join an English Department committed to multi-cultural, mixed-ability teaching. The post offers a chance to become involved in a lively Department and to teach English at all levels.
Application forms from the Headmaster at the school.

NORTHAMPTONSHIRE
WOLLASTON SCHOOL
Irchester Road, Wellingborough, Northants NN9 7PH
Required, September, 1978, or as soon as possible thereafter:
TEACHER of ENGLISH (Scale 1) at this 7 F.E. developing rural Comprehensive School situated between Northampton and Wellingborough. First sixth form starts this September. Applications by letter should include a full curriculum vitae and names, addresses and telephone numbers of two referees. Candidates are invited to give their views on the importance of English in the curriculum and describe their specific areas of interest.
A temporary appointment for the Autumn term only would be considered. Interviews will be held on Wednesday, August 23rd.
Applications should be sent immediately to the Headmaster—please mark the envelope English Post.

REDBRIDGE
(London Borough of)
DANE JUNIOR HIGH SCHOOL
Melbourne Road, Ilford, IG1 4HT
Telephone: 01-478 3706
Head: H. H. Aston
B.A. (Hons.) Dip.Soc.Stud.
Suitably qualified and experienced TEACHER of ENGLISH (Scale 1) required for September 1978 in this small mixed Junior Comprehensive School (11 to 14 years). Willingness to assist in other areas of curriculum a recommendation. Post suitable for newly-qualified teacher.
Outer London Allowance is payable.
Application forms available from the Head Teacher at the school, or S.T.A.P. [illegible]

REDBRIDGE
(London Borough of)
LANGUAGE SERVICE OF THE AUTHORITY
ENGLISH FOR ETHNIC MINORITY PUPILS (Scale 1)
Required for September or January (full time or part time) TEACHERS of ENGLISH as a SECOND LANGUAGE to teach children in secondary schools. The Language Service consists of a team of teachers who are placed in schools on an annual basis to teach English to ethnic minority pupils.
Some pupils have intensive help in the Authority's Language Centre which members of the Language Service can use as a resource base.
There are currently vacancies at several schools, including Chadwell Heath High, Mayfield High, Seven Kings High and Wanstead High.
Candidates preferably should have successfully completed their probationary period and experience of this type of work would be an advantage. Candidates who wish to be considered for part-time work should state the number of hours for which they are available.
Application forms from (and returnable to) J. E. Fordham, B.A., Chief Education Officer, London Borough of Redbridge, Education Office, 255-259 High Road, Ilford, Essex, IG1 1NN. Closing date: 11th August 1978.

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe
IP11 9EF
(11 to 18 mixed Roll 1,134)
Head Teacher: M. Smith, B.A.
Telephone: Felixstowe 2628

Required September, 1978, Scale 1 TEACHER of ENGLISH and DRAMA temporary 1 term appointment with possibility of permanency.

Apply by letter giving full curriculum vitae and the names and addresses of two referees to the Head at the school immediately, enclosing S.A.E.

SUFFOLK
COUNTY COUNCIL
STOWMARKET HIGH SCHOOL
(Mixed: comprehensive; 13 to 18; 1,200 on roll)

Required for September, 1978 TEACHER (Scale 1) of ENGLISH and GENERAL SUBJECTS.

Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Stowmarket High School, 1 House Road, Stowmarket, Suffolk.

KIRKHAM GRAMMAR SCHOOL

Voluntary aided 470 pupils. Two-form entry Boys Grammar School situated in rural Fylde. Proposals are being formulated for the school to become a co-educational independent school in September, 1979.

Head of Economics

(Scale II)

urgently required for WINTER TERM 1978 (September)
January appointment would be considered
or
possible temporary appointment.

Assistance with the teaching of Geography essential. Help with CCF/Games/Boarding would be an advantage.

Application by letter immediately including curriculum vitae and giving the names of two referees to The Headmaster, M. J. Summerlee, M.A., Kirkham Grammar School, Ribby Road, Kirkham, Nr. Preston Lancs. PR4 2BH. (Tel.: Kirkham 684264).

Lancashire
County Council

LANCASHIRE EDUCATION COMMITTEE

Closing Date: 7th August, 1978.

Secondary Schools
Forms/further details from and returnable to the Head Teacher at the School. S.A.E., please.

HEAD OF DEPARTMENT
Ormskirk Cross Hall High School, Wigan Road, Ormskirk (1,400 mixed)
September, 1978.
PHYSICS.
Scale 3.

SCALE 2 POST
Penwortham Girls' High, Cop Lane, Penwortham, Preston (617 on roll)
September, 1978.
FRENCH/GERMAN to 'A' level, with special responsibility for the Language Laboratory.

SCALE 1 POSTS
Heysham High School, Limes Avenue, Heysham (11-18 Mixed Comprehensive (Roll 1,308))
1st September, 1978.
(1) MATHEMATICS.
(2) ENGLISH.
St. Alban's High School, Bolton Road, Chorley (816 Mixed 11-16)
30th August, 1978.
FRENCH/GERMAN.
Chorley, Southlands High School, Clover Road, Chorley (880 mixed)
30th August, 1978.
GENERAL SCIENCE with PHYSICS or CHEMISTRY.
Blackburn, Everton High School, Manxman Road, Blackburn (1,000 mixed)
September, 1978, or as soon as possible.
SCIENCE, Lower School + Chemistry + Biology.
Darwen, Moorland High School, Holden Fold (1,170, 11-16 mixed)
September, 1978/January, 1979.
REMEDIAL.

Cheshire

Application forms (send S.A.E.), unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible.

Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA,
Director of Education.

Required for September, 1978, unless otherwise stated.

HEADSHIPS

HEADTEACHER
THE GRANGE COUNTY COMPREHENSIVE SCHOOL
Regent Street, Ellesmere Port, South Wirral

For further details see separate display advertisement under "Secondary Headships".

SCALE I POSTS

1. MATHEMATICS (Temporary)
2. ENGLISH AND FRENCH (Temporary)
BROKEN CROSS COUNTY SECONDARY SCHOOL (BOYS)
Whirley Road, Macclesfield

1. Required for September, 1978, until August, 1979, to work in the Mathematics Department. The successful applicant will also be required to teach one first year class for Science.

2. Required for September, 1978, until August, 1979, to work in both subject areas.

These are temporary posts for one year only.

REMEDIAL
TARPORLEY COUNTY HIGH SCHOOL
Eaton Road, Tarporley

Required as soon as possible for this developing rural Comprehensive school. A withdrawal system operates in the Department which provides support services for children of low basic ability, whose performance is not in keeping with their basic I.Q. and for children with specific learning difficulties. The vacancy will be filled as soon as possible to commence in the autumn term.

HISTORY
KINGS GROVE COUNTY HIGH SCHOOL

Write with full details to Headmistress Designate, Miss B. M. Norgain, Kings Grove County High School, c/o The Girls' Grammar School, Buchan Grove, Crewe. Closing date 7th August, 1978.

City of Manchester

Unless otherwise stated all posts are available from September, 1978, and application forms together with further particulars are available from the head of the School to whom they should be returned as soon as possible unless a date is specified.

SCALE 2

HARPURHEY HIGH SCHOOL
Church Lane, Manchester M9 1LD
Required in September or January:— An experienced Teacher to take charge of a withdrawal unit in Lower School. The person appointed will be required to take charge of a small group of girls who find adjustment to normal classroom conditions difficult. The ability to form good personal relationships and to combine discipline with understanding is essential.

SCALE 1

NORTH MANCHESTER HIGH SCHOOL FOR BOYS
Chain Bar, Manchester M10 9RR
1,120 boys, 11-18 comprehensive.
A teacher of MATHEMATICS for one year. This vacancy is due to the secondment of the present holder.

PARRS WOOD HIGH SCHOOL
Wilmslow Road, East Didsbury
Manchester M20 0PG
Co-educational Comprehensive
Nine-Form Entry.
Teacher of PHYSICS following the promotion of the previous holder of the post. It is essential that applicants should be able to teach the subject to 'A' level G.C.E. and preferably, to Oxbridge entrance level.

WHALLEY RANGE HIGH SCHOOL FOR GIRLS
Wilbraham Road, Whalley Range, Manchester M16 8GW
A temporary teacher of GENERAL SUBJECTS, mainly in Mathematics. Closing date: 6 August, 1978.

BISHOP GREER C.E. HIGH SCHOOL
Taylor Street, Gorton, Manchester M18 8DF
Amended advertisement
Part-time: In the first instance this is a temporary post for one year. A qualified teacher of GENERAL SUBJECTS, 2½ days per week. Applications by letter to the Headmaster at the school, stating qualifications and experience and quoting two referees.

ST. JOHN PLESSINGTON HIGH SCHOOL
Stancliffe Road, Sharston Mount, Manchester M22 4PJ
Required for September, 1978, or as soon as possible thereafter. A teacher to specialise in the teaching of SPANISH up to Ordinary level. This will be a part-time appointment, amounting to approximately half of a teacher's working week.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

SECONDARY
English
continued

WIRRAL
(Metropolitan Borough of)
THE RIDGEWAY HIGH SCHOOL.
Noctorum Avenue, Noctorum, Birkenhead, Wirrall, Merseyside
(Six-form entry Co-educational Comprehensive)

Readvertisement (previous applicants will be considered)

For September, or as soon as possible thereafter.

TEACHER for ENGLISH, Scale 1. With some remedial work. Able to teach to C.S.E. level.

Apply by letter in the first instance to the Headmaster.

Geography

Scale 1 Posts

BARKING
(London Borough of)
WARREN COMPREHENSIVE SCHOOL
(Roll: 1,102)
Whalebone Lane North, Chadwell Heath, Romford, Essex
Required for September, 1978, or as soon as possible thereafter:
GEOGRAPHY — A well-qualified GEOGRAPHY specialist is needed to teach the subject throughout the school including "A" level. Scale 1.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Apply in writing, giving your details and the names and addresses of two referees to the Head Teacher as soon as possible.

HAMPSHIRE
HARDLEY SCHOOL
Long Lane, Fawley, Southampton
Number on roll: 1,200
Scale 1 GEOGRAPHY. Full range including C.S.E. and G.C.E. "O" level. Required September.
Application and curriculum vitae with S.A.E. to Head.

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
(11-16 Comprehensive)
Required for September, 1978:
GEOGRAPHY—Scale 1.
Successful applicant will teach integrated HUMANITIES in Lower school together with GEOGRAPHY in Years 3-5. Opportunity for examination work.
Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Pound Road, Oldbury, Warley, West Midlands.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
WEALD SCHOOL
Station Road, Billingshurst, West Sussex
(11-18 mixed rural comprehensive)
TEMPORARY GEOGRAPHY TEACHER (Scale 1) required for Autumn Term only, pending appointment of a teacher responsible for Geography (Scale 2) from January. Work available from 1st year Humanities to "O" level Geography, a little Boys' Games.
Apply by letter to the Head Teacher naming two referees.

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT COMPREHENSIVE SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
GEOGRAPHY specialist required September to teach widely integrated Humanities courses mainly in Upper School of this established mixed comprehensive (12 to 18).
Possibility of some Sixth Form work. Training/interest in developing Humanities materials for slow learners an advantage.
Favourable housing scheme and London Fringe Allowance.
Apply by letter with details and two referees.

History

Heads of Department

HAMPSHIRE
CROFTON SCHOOL
Marks Road, Stubbington, Fareham
11-16 Mixed Comprehensive
900 on roll
Required as soon as possible: HEAD of HUMANITIES (Historian), Scale 3.
Send curriculum vitae, names of two referees and S.A.E. to Head.

Scale 1 Posts

GLOUCESTERSHIRE
KATHARINE LADY BERKELEY'S SCHOOL
Wotton-under-Edge
(Co-Ed. Comprehensive: 11-18)
TEACHER of HISTORY throughout the school to "A" level for suitable candidate required from September, 1978. Scale 1 qualifications in Economics and/or Geography and/or girls games welcome but not essential. Applicants for temporary appointment considered.
Apply to the Headmaster by letter giving full details of qualifications and names of two referees as soon as possible.

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, North Harrow, Middx
(Tel. no.: 01-428 4330)
TEACHER of HISTORY throughout the school with interest in modern British history, economic and social history to "O" and C.S.E. levels. The person appointed will also be required to teach some LATIN to a group in the first year and some CLASSICAL STUDIES.
Letters of application to the Education Office, P.O. Box 22, Civic Centre, Harrow, Middx, within seven days.

LONDON, E.1
RAINE'S FOUNDATION SCHOOL
Arbour Square
(Voluntary Aided Church of England School, 919 boys and girls)
Required for September, 1978, a TEMPORARY TEACHER for HISTORY. The ability to teach Social Studies would be an advantage. This is a temporary post for one year only. The school, which caters for the full ability range, came into being last year as a result of the amalgamation of the former Raine's Foundation Grammar School and St. Jude's School.
Applications (no forms) to the Headmaster at the school, together with the names of two referees by Monday, 14th August.

RICHMOND upon Thames
(London Borough of)

TEDDINGTON SCHOOL.
(Comprehensive 11 to 16)
Broom Road, Teddington, Middlesex

Part-time TEACHER of HISTORY required from September, 1978.
Please apply by letter to the Director of Education, Regal House, London Road, Twickenham, TW1 3QB. Applicants should include curriculum vitae, their telephone number, and the name of one referee.

Humanities

Scale 1 Posts

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley Sussex
Required September. Part-time HUMANITIES TEACHER (Geography or Religious Education Specialist preferred) to teach 8/10ths of time-table with integrated Humanities faculty 12-16 years age range. Possibility this post be combined with Youth Leader post to organize schools purpose built Youth Wing activities in the evening/weekends to form a full-time post.
Housing schemes (full-time post only) plus London Fringe Area Allowance.
Applications for either full-time or part-time considered.
Apply to Head Teacher giving full details and two referees.

Mathematics

Heads of Department

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
REEPHAM HIGH SCHOOL
(400 Co-educational)
(11 to 16 All ability High School, Group 8)
Whitwell Road, Reepham, Norfolk
Required January, 1979, or earlier HEAD of DEPARTMENT MATHEMATICS, Scale 3
Experienced TEACHER required to organize department and to teach to G.C.E. "O" level.
Application forms and further particulars from Headteacher, Miss D. Davies M.A. (S.A.E. please).
Closing date, fortnight after this advertisement.

Other Posts on Scale 2 and above

ESSEX

ST. CHEDD'S CATHOLIC SCHOOL
(Roll: 410)
Fulbrook Lane, South Ockendon
Telephone: South Ockendon 3112
SENIOR MATHEMATICS TEACHER

Practising Catholic required to teach MATHEMATICS throughout this 11 to 16 boys' comprehensive school. Good experience up to "O" level and C.S.E. essential. Ability to teach some remedial classes would be helpful.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned (foolscap S.A.E., please).

ILFORD
(London Borough of Redbridge)
URSULINE CONVENT SCHOOL
(Direct Grant)
Required September:
Part-time GRADUATE to teach MATHEMATICS to "O" or "A" levels possibility of full-time with another convenient subject.
Salary according to qualifications and experience, London Burnham Scale.
Apply with curriculum vitae and names and addresses of two referees to Headmistress.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

ASHFORD DIVISION

ASHFORD DUNCAN BOWEN SCHOOL
(Boys and Girls)
(Roll 1,260)
MATHEMATICS TEACHER (Scale 3) required as soon as possible to act as Second-in-Charge of department and to teach in Upper School.
Applications to Headmaster at the School (Stanhope Road, Ashford).

Scale 1 Posts

BARKING
(London Borough of)
(Roll 1,062)
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham, Essex
Required for September, 1978:
MATHEMATICS.—A qualified TEACHER of MATHEMATICS is needed to join a strong department in a school which offers courses to "O" and "A" levels. The school is run on conventional lines and appreciates old-fashioned values. Good support is available from other members of the department. Applications from new entrants to the profession would be considered. Scale 1 or 2 post available, dependent upon qualifications and experience.
London addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application forms available (S.A.E.) from the Head Teacher.

BARNSLEY
DARTON HIGH SCHOOL
Churchfield Lane, Kexbrough
(11 to 18 Mixed Comprehensive)
Head Teacher: H. Crowther
Required for September:
TEACHER of MATHEMATICS (Scale 1).
The post involves teaching the subject throughout the school including Fifth Year C.S.E. work. A knowledge of Computer Studies and/or Statistics would be of value though not essential.
Apply by letter to the Head Teacher giving full curriculum vitae and two referees.

BROMLEY
(London Borough of)
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent, BR1 2SQ
Required for September, 1978, a TEACHER of MATHEMATICS to join a strong and enthusiastic department. G.C.E. "O" and "A" level and C.S.E. work available in combined modern/traditional courses. Applicants should be able to teach throughout the ability range.
Removal and other expenses payable in approved cases.
Please apply direct to the Headmistress at the school with full professional details, giving the names and addresses of two referees.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
GRANGE COUNTY SECONDARY SCHOOL.
Wendover Way, Aylesbury
Headteacher: L. B. Dorrance, B.Sc.
(1,230 Boys and girls)
Required September, TEACHER of MATHEMATICS-SCIENCE. Main teaching could be in either of these areas. Excellent facilities in both faculties.
Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.
Application by letter to Headmaster with curriculum vitae and names of two referees.

DERBYSHIRE
HATTON SCHOOL
Station Road, Hatton, DE6 5EH
(Mixed Comprehensive—Group 10)
Required for September, TEACHER of MATHEMATICS in this growing 11 to 18 comprehensive school.
Apply immediately by letter, enclosing curriculum vitae and the names of two referees, to the Headmaster.

DERBYSHIRE
HATTON SCHOOL
Station Road, Hatton, DE6 5EH
(Mixed Comprehensive—Group 10)
Required for September, TEACHER able to offer MATHEMATICS with some SCIENCE teaching, in growing 11-18 School.
Apply immediately by letter, enclosing curriculum vitae and the names of two referees, to the Headmaster.

ENFIELD
(London Borough of)
AYLWARD SCHOOL
Wilbury Way,
London, N18 1DK
(Roll 1,330)
(Mixed Comprehensive School: 8-form entry)
Required for September, 1978, TEACHER of MATHEMATICS to join an enthusiastic department which has both S.M.P. and S.M.I.L.E. in operation. This is a temporary post (covering maternity leave) for the Autumn Term, teaching in the first three years of the School.
Substantial allowances in an addition to a Scale 1 post available.
Application by letter to the Headmaster at the school, giving details of qualifications and experience, together with the names, addresses and telephone numbers of two referees as soon as possible.

ENFIELD
(London Borough of)
KINGSMEAD SCHOOL
Southbury Road, Enfield, EN1 1YQ
Roll 1,265 (mixed comprehensive)
Required for September, a TEACHER of GENERAL SUBJECTS, including Mathematics (Scale 1).
London Allowance payable £297 p.a.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (S.A.E.) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX

THE FURTHERWICK PARK SCHOOL
Furtherwick Road, Canvey Island
SS8 7AZ
(Roll: 1,240)
Tel: Canvey 2157

Required for September an additional member for a MATHEMATICS teaching team. New purpose built mathematics rooms available. An excellent first appointment. An experienced teacher available only for short period would also be considered.

ST. PETER'S HIGH SCHOOL
Burnham-on-Crouch, Essex
(11 to 19 All through comprehensive, Roll 1,340)
Tel: Maldon 782377
(Re-advertisement)

TEACHER of MATHEMATICS required to join successful team in a strong department.

Applications by letter stating special interests and quoting two referees to the Headmaster at the school as soon as possible marking envelope "Mathematics".

SOUTHEND HIGH SCHOOL FOR BOYS
Prittlewell Chase, Southend
(Roll: 820)
Tel: Southend 43074

MATHS/PHYSICS

Required for September, 1978, or January, 1979, TEACHER of MATHEMATICS/PHYSICS at this 4 form entry Boys' Grammar School. Both are thriving departments with excellent facilities. Sixth Form work available. Pleasant surroundings.
Apply by letter to Headmaster, naming two referees.

ONGAR COMPREHENSIVE
Fyfield Road, Ongar
(Roll: 1,500)
(11 to 18 Mixed. Well established house system)
Tel: Ongar 3232

MATHEMATICS

Enthusiastic TEACHER required to join a team of ten staff. The faculty is housed in its own suite of rooms which includes a statistics laboratory, computer room, three mathematics laboratories and resources area.
Contact the school with names and addresses of two referees.

NICHOLAS COMPREHENSIVE
St Nicholas Lane, Laindon,
Basildon SS15 5NX
(Roll: 1,360)
Tel: Basildon 43301

Required September MATHEMATICS TEACHER for whole ability range and to teach "O" level and C.S.E.—S.M.P. Courses. Interest in slow learners helpful. Outer London Fringe Allowance; possibility of rented accommodation.

Application forms and further particulars (unless otherwise stated) may be obtained from the Head of the School to whom completed application forms should be returned (foolscap S.A.E. please).

HEREFORD AND WORCESTER
COUNTY COUNCIL OF
WORCESTER ROYAL GRAMMAR SCHOOL.
(11 to 18)
Upper Tything, Worcester WR1 1HP
A GRADUATE to teach MATHEMATICS throughout the school is required for September next.
A share of "A" Level teaching is available for suitable applicant.
This is a Scale I post and anyone seeking a temporary appointment will be given favourable consideration.
Apply by letter to the Headmaster as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL

ST. ALBANS DIVISION
(Group 9)

ST. JULIAN'S GIRLS' SCHOOL.
Watling Street, St. Albans
All ability school

Temporary part-time post, TEACHER of MATHEMATICS required from 5th September for three days per week, Monday, Wednesday and Thursday, for approximately two months, to teach the subject throughout the school. The 4th, 5th and 6th year timetables are integrated with St. Julian's Boys' School and these pupils are taught in mixed groups. Applications to Headmistress, naming two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

ASHFORD DIVISION

ASHFORD KENNINGTON
THE TOWERS SCHOOL.
Faversham Road, Kennington
(Boys and Girls)
(Roll 1,000)
TEACHER of MATHEMATICS required September to join an expanding staff. Development of Kent Mathematics Project. Courses leading to C.S.E. "O" level and C.E.E.
Applications by letter, naming two referees, to the Headmaster (please enclose S.A.E.).

LINCOLNSHIRE
JOHN BIRKBECK HIGH SCHOOL
North Somercotes, Louth
Lincolnshire
(Group 7; roll 390)
TEACHER for MATHEMATICS and SCIENCE (mainly arithmetic and biology) required for September, 1978, to be responsible to the Head of Mathematics for remedial and some first year work. Also to assist Head of Science mainly with Biology in a well-equipped laboratory. The school, set in pleasant surroundings 10 miles east of Louth, is comprehensive to 14 and provides C.S.E. and "O" level courses to 16. Scale 1.
Reply immediately to Headmaster with curriculum vitae and details of two referees. Closing date 14th August.

Bolton Metropolitan Borough

St. Gregory's R.C. Secondary School, Harrowby Street Farnworth, Bolton

Mathematics/Religious Education, Scale 1

Required for 1st September, 1978, to teach Mathematics with Religious Education as a subsidiary subject. The Catholic Teachers' Religious Certificate will be a requirement.

Deane Grammar School, New York, Bolton

Mathematics, Scale 1

Required for 1st September, 1978, temporary appointment to 31st August, 1979, to teach Mathematics up to CSE/'O' level.

Application forms obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton, BL1 1JW, should be returned to the appropriate Head Teacher by 11th August, 1978.

---

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology
Home Economics
Needlecraft

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

METROPOLITAN BOROUGH OF STOCKPORT

SECONDARY

Required for September, 1978.

DIAL STONE SCHOOL, LISBURN LANE

TEACHER OF PHYSICS

(Ref. 819/TES) Scale 1. STAP.
Experience of General Science required for Lower School.

BRAMHALL HIGH SCHOOL, SEAL ROAD BRAMHALL

TEACHER OF NEEDLEWORK

(Ref. 818/TES) (Temporary Supply). Scale 1. STAP.
Temporary Supply Teacher for Needlework to join team of six within the Design Faculty—during the absence of a permanent member of staff.

Unless otherwise stated application forms and further details from the Head Teacher (quoting reference). Completed forms to be returned to the Head Teacher by the 4th August, 1978. If you require an acknowledgement enclose S.A.E.

COMPREHENSIVE SCHOOLS

Scale 1 Posts

ROKEBY SCHOOL

Pitchford Street, London, E15 4RS
Roll: 1,181
Head Teacher:
Mr. J. Dougan, B.A., LL.B., F.R.S.A.

Required for September, 1978:—

PHYSICS

Teacher required to join a large science department to teach Middle and Upper School Physics to C.S.E., 'O' and 'A' levels.

GENERAL SCIENCE

Teacher required for General Science mainly in the Lower School.

METALWORK

Teacher required to join well equipped department. C.S.E. and G.C.E. 'O' level.

MATHEMATICS

Teacher of Mathematics required to join a large department. C.S.E. and G.C.E. 'O' and 'A' levels.

REMEDIAL

Teacher of Mathematics/English for remedial department to teach mainly in small groups.

BURNHAM SCALES plus LONDON ALLOWANCE £402, plus SOCIAL PRIORITY ALLOWANCE £201 or £276.

Application forms and further details may be obtained from the Head Teacher (Tel.: 01-534 8946), to whom they should be returned as soon as possible.

LONDON BOROUGH OF NEWHAM

SECONDARY
Mathematics continued

LIVERPOOL

GLAN ALYN MIXED RESIDENTIAL SCHOOL
Loggerheads, near Mold, Clwyd CH7 5LB

Require as soon as possible ASSISTANT for MATHEMATICS with some SCIENCE, Scale 1. Suitably qualified person to Mathematics to "O" level and if possible some Science, preferably Physics. Residential accommodation for single/married teacher available and additional payments are made for extraneous duties if undertaken.

Forms obtainable from (S.A.E.) and returnable by 7th August, to the Head Teacher. Quote ref. 817(b).

LONDON

WOODBERRY DOWN SCHOOL
Woodberry Grove, N4 2SH
Tel.: 01-800 7414
1,300 boys and girls, 11 to 19 years: comprehensive; Headmaster

Required September 1978, part-time (3 days per week), TEACHER of MATHEMATICS; subsidiary Science an advantage. Work includes S.M.P. and Mode 3 C.S.E. Everyday Arithmetic.

LONDON

WOODBERRY DOWN SCHOOL
Woodberry Grove, N4 2SH
Tel.: 01-800 7414
(1,300 boys and girls 11 to 19 years: comprehensive) Headmaster

Required for September, 1978, TEACHER of MATHEMATICS (Scale 1) to join well-established and enthusiastic team of eight.

S.M.P. courses to "A" and "O" level, and C.S.E.; own Mode 3 Everyday Arithmetic C.S.E.; first year mixed-ability groups using S.M.I.L.E. Opportunity to teach full age and ability range, including Sixth Form.

MERTON
(London Borough of)

EDUCATION COMMITTEE
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham CR4 1BP
Headmaster: G. D. W. Giles, M.A.

Age Range: 13 to 18 years

Required from September 1978, for one year only, TEACHER of MATHEMATICS with ability to teach up to G.C.E. "O" level.

London Weighting £402.

Application forms and further details are obtainable from the Education Department, London Borough of Merton, Station House, London Road, Morden, Surrey.

Application forms to be returned as soon as possible.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Roll: 980 approx.
Headteacher: Mr F. Jones

Required for September, 1978: A TEACHER of MATHEMATICS (Scale 1) to join an enthusiastic team which provides courses leading to C.S.E. and G.C.E. "O" and "A" levels. Courses in Statistics and Computer Studies are also provided.

Burnham scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.

Application forms and details of the school may be obtained from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BU, to whom the forms should be returned as soon as possible.

NEWHAM
(London Borough of)
ST. JOHN'S SCHOOL
Green Street, London E13 9AX
Roll: 756 Co-educational

Required for January, 1979, or earlier.

TEACHER of MATHEMATICS Scale 1. Courses to G.C.E. "A" and "O" level and C.S.E. Scale 2 available for experienced teacher.

Applicants must be practising Roman Catholics, and possess the Catholic Teachers' Certificate or its equivalent.

Visits welcomed. Telephone 01-552 3102.

Burnham scales plus London Allowance £402.

Application forms and further information from the Headteacher of the school to whom they should be returned by August 17, 1978.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Roll: 1,310
Headteacher: Mr R. G. H. Andrews B.A., M.Ed.

Required for September, 1978: Scale 1 TEACHER of MATHEMATICS for this mixed, multi-cultural comprehensive school on one site.

Burnham scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.

Details and application forms may be obtained from the Headteacher (tel.: 01-478 8024) to whom they should be returned as soon as possible.

OXFORDSHIRE
COUNTY COUNCIL

CHILTERN EDGE SCHOOL
Reade's Lane,
Sonning Common,
Reading, RG4 9LN

Required for September, a TEACHER for MATHEMATICS to teach throughout Forms 1-5 in this 11-16 school. Classes are prepared for "O" level, C.S.E. and Additional Maths. An interest in computers would be an advantage as the school expect delivery of a small computer in the summer. The teacher would join a vigorous and successful team and candidates should be well qualified and should have a interest in teaching throughout the ability range. Scale 2 available for suitable applicant.

Letter of application to the Headmaster with full curriculum vitae and names of two referees.

SANDWELL
(Metropolitan Borough of)
HEATHFIELD HIGH SCHOOL
(11-16 Comprehensive)
Required for September, 1978: MATHEMATICS—Scale 1.

To teach Mathematics to all age groups, up to C.S.E. level.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Trinity Street, Cradley Heath, Warley, West Midlands.

SHROPSHIRE
EDUCATION COMMITTEE
THE GRANGE SCHOOL
Worcester Road, Shrewsbury
Required September. MATHEMATICS TEACHER, to examination level.

Applications direct to Headmaster by letter, with two referees.

Relationship to any member or senior officer of the Council must be disclosed. Canvassing will disqualify.

SOMERSET

FROME COLLEGE
Frome
(13 to 18 mixed comprehensive, 1,380, 161 in Sixth Form F.E. college combined on separate sites)

For January, 1979, or earlier if possible, TEACHER of MATHEMATICS, Scale 1. S.M.P. syllabus followed throughout the school. Large well equipped mathematics department prepares candidates for C.S.E., "O", "A" and "S" level examinations.

Applications by letter in the first instance to The Principal, giving full details and names of two referees as soon as possible. [illegible] application form and final result.

WEST SUSSEX
SOUTHERN AREA
KINGS MANOR SCHOOL
Shoreham-by-Sea

Required September qualified TEACHER of MATHEMATICS, Scale 1. Well-equipped and well-staffed department, offering a variety of courses to C.S.E. and G.C.E. "O" and "A" levels. Interesting C.S.E. Mode 3 syllabuses in operation. Statistics taught to "O" level in Sixth Form.

Form and details from Headmaster (S.A.E.).

Modern Languages

Other Posts on Scale 2 and above

ESSEX

THE GREENSWARD SCHOOL
Greensward Lane, Hockley
(Roll 1,200)
Telephone: Hockley 2371

FRENCH

Qualified TEACHER of FRENCH for modern single site 11 to 16 co-educational comprehensive convenient for London and East Coast. Possible scale post for suitably experienced teacher, but applications from recently qualified candidates welcomed. Strong department, well-established examination courses.

Apply directly, by letter or telephone, to Head Teacher.

LAINDON SCHOOL
High Road, Laindon,
Basildon, SS15 6DD
(Roll 1,320)
Telephone: Basildon 45871

FRENCH GRADUATE

FRENCH GRADUATE required for September, to teach to "A" level and "O" level and C.S.E. groups, and to act as Deputy Head of the French Department. Scale 4 available for suitable and experienced candidate.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned (foolscap S.A.E., please).

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
(11-18 mixed; roll 1,154)
Maidstone Road,
Felixstowe, IP11 9EF
Head Teacher: M. Smith, B.A.
Telephone: Felixstowe 2528

Required September, 1978, or January, 1979, TEACHER, Scale 2, for FRENCH and GERMAN to teach up to "A" level.

Apply by letter giving full curriculum vitae and the names and addresses of two referees to the Head at the school immediately, enclosing S.A.E.

Scale 1 Posts

BARNET
(London Borough)
MOAT MOUNT SCHOOL
Worcester Crescent, Mill Hill,
London NW7
Telephone: 01-959 0017
Mixed Comprehensive, Roll 926.

Required September, 1978, or as soon as possible thereafter, GRADUATE to teach GERMAN to "A" level standard. Willingness to offer a few periods of Junior French would be additional recommendation. Scale 1.

Payment of removal expenses in approved cases.

Apply to Headmaster giving full details. (S.A.E.)

Director of Educational Services.

BERKSHIRE
THE PIGGOTT SCHOOL
Twyford Road, Wargrave
(Number on roll 1,000)

Required for September, an ASSISTANT TEACHER of FRENCH, preferably offering GERMAN as a second language, to join well-established Modern Languages Department, where both subjects are taught to "A" level standard. A temporary appointment might be considered.

Applications, and stamped addressed envelope, to the Headmaster with curriculum vitae and names and addresses of two referees. Short-listed candidates will be notified within 21 days of receipt of application form.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
LEON SCHOOL
Bletchley

Required for September, 1978, a TEACHER of ENGLISH. Ability to take French with lower school pupils would be desirable.

For full details see Secondary Education—English Section Scale 1 posts.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. PETER'S SCHOOL
Huntingdon
(Comprehensive, co-educational 1,450 on roll)
Headmaster: Mr. W. G. Thomas, J.P., B.A.

GRADUATE required, Scale 1, for September, to join the Modern Languages Department. This is a large department of 10 staff and it is hoped that the successful applicant will be able to teach German to "A" level and French C.S.E. and "O" levels.

Please write immediately to the Headmaster giving curriculum vitae and the name of one referee.

COVENTRY (City of)
THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL,
(1,620 on roll)

Required September: ASSISTANT TEACHER for FRENCH up to "O" level. Scale 1.

College leavers welcome to apply.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Broad Lane, Coventry CV5 7FF.

ENFIELD
(London Borough of)
AMBROSE FLEMING SCHOOL.
The Ride, Enfield, Middlesex.
EN3 7DS
(Roll 1,340)

Required for September, 1978, a TEACHER of FRENCH, Scale 1.

German is the first foreign language, French is introduced in the option scheme in the Middle School, as is European Studies, which is also taught in the third year. The successful candidate will be required to teach French, initially to "O" level, with some German in the Lower School, and will be expected to combine good teaching skills with the enthusiastic and sympathetic attitude required to develop the study of foreign languages in pupils of wide ranging abilities. A willingness to organise school journeys to France would be welcomed.

London Allowance payable £297 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtained from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to whom they should be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ARNOS SCHOOL
(Mixed Comprehensive)
Wilmer Way, Southgate, N14 7HY
Roll 980

Required as soon as possible a temporary TEACHER of FRENCH to teach classes from 1st to 5th years. Well established Modern Language Department with up to date equipment. This is a temporary post covering a member of staff on maternity leave.

London Allowance payable £297 p.a.

Application forms (stamped addressed foolscap envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed comprehensive schools.

Scale 1 French
HENRY SMITH SCHOOL
(11-18, Roll 1278)
King Oswy Drive, Hartlepool, Cleveland TS24 9PB
(Tel.: Hartlepool 66769)

Required for September, 1978, a teacher of FRENCH for this 11-18 School which offers courses to CSE, GCE 'O' and 'A' level.

Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of three referees.

Completed application forms and letters of application should be submitted to the Head Teacher at the address shown above within 10 days of the appearance of this advertisement unless otherwise stated.

ESSEX

LAINDON SCHOOL
(Roll: 1,320)
High Road, Laindon,
Basildon, SS15 6DD
Tel.: Basildon 45871

GRADUATE FRENCH

Required for September, 1978, Qualified GRADUATE Master/Mistress to teach FRENCH to "O" level with possibility of Sixth Form work. Special interests should be stated. Suitable for newly qualified teachers.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned. (Foolscap S.A.E., please).

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch
Essex
(Roll 980 Co-educational)

Six-form entry Comprehensive with firmly established academic courses. Sixth Form of over 120 and more than 20 subjects offered at "A" level. Post-war buildings on a 17-acre site provide good facilities in all subjects.

Required September, 1978: TEACHER of FRENCH to join a flourishing well-staffed Department. French is taught throughout the School to C.S.E. and G.C.E. "O" levels. The teacher appointed would be expected to teach in Years 1 to 5. Applications from candidates seeking a first appointment will be welcomed.

There is a scheme for removal expenses.

Letters of application to the Head Teacher giving full curriculum vitae and quoting two referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required September, 1978.
BRITTONS SCHOOL
(Roll: 1,275 co-ed)
Ford Lane, Rainham, Essex
11 to 18 comprehensive, situated on one site.
S.P.A. Allowance £201/£276 p.a. payable.

TEACHER of FRENCH to join an enthusiastic and thriving department. The school has many contacts with the Continent and the successful applicant is expected to be involved in these activities.

This is a temporary post replacing a permanent member of staff on maternity leave.

There is a scheme for removal expenses.

Letters of application to Headteacher giving full curriculum vitae and quoting two referees.

LONDON

SCOTT LIDGETT SCHOOL
Drummond Road, London
SE16 4BS
Tel.: 01-237 0001
1,110 boys comprehensive
Headmaster

School started in purpose-built premises in 1969. Sixth form started September 1974.

Wanted for September, PART-TIME TEACHER for FRENCH. 0.3 or 0.4. The teaching commitment will be in Years One to Three using "L'Eclair" scheme of work. There can be some timetable flexibility to suit the needs of applicants if engaged in research or other work.

Assisted travel where applicable.

MERTON
(London Borough of)

EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL FOR GIRLS
Lake Road, Wimbledon, S.W.19
Headmistress: Miss H. D. Whale, M.A.
Number on roll: 790
(160 in sixth form)
Ages 13 to 18 years
Telephone: 01-946 2208

Required for September 1978 in this comprehensive high school a full time TEACHER of FRENCH who would join a lively language department and teach French to C.S.E. and G.C.E. "O" level. Possibility of "A" level work later on.

London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms and further details are obtainable from the Education Department, London Borough of Merton, Station House, London Road, Morden, Surrey.

Application forms to be returned as soon as possible.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road,
London, E12 6ET
(Roll: 1,310)
Head Teacher, Mr. R. G. H. Andrews, B.A., M.Ed.
Required for September, 1978—
TEACHER of FRENCH/SPANISH (Scale 1).

Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.

Application forms and further details from the Head Teacher (Tel. 01-478 8024) to whom they should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:
CHILWELL COMPREHENSIVE SCHOOL
Queens Road West, Chilwell, Beeston, Nottingham NG9 5AL
Headmistress,
Mrs. A. M. M. Griffiths, B.A.
(Mixed, 1,800 (11 to 18))

For September, or as soon as possible thereafter, TEACHER (Scale 1) FRENCH with GERMAN.

Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

RICHMOND UPON THAMES
(London Borough of)

WHITTON SCHOOL
Percy Road, Whitton,
Middlesex
(11-16 Comprehensive 900 mixed)

Applications are invited for the following post available from September 1978:

PART-TIME ASSISTANT TEACHER OF SPANISH
(Scale 1)

A qualified part-time TEACHER is required to teach SPANISH to pupils in their fourth and fifth year who are in examination courses leading to "O" Level or C.S.E. The appointment involves approximately 1½ hours on each of 4 days in the week.

The Languages Department is well-equipped and is staffed by a team of language specialists. A concern for good academic standards is essential.

Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school as soon as possible.

SOUTH GLAMORGAN
(County of)
RUMNEY HIGH SCHOOL
Cardiff
(11 to 18 Comprehensive)
10-Form Entry
French: Scale 1.

Required for September, 1978, to teach throughout the school to "O" level and C.S.E.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road
Felixstowe IP11 9EF
(11-18 mixed, Roll 1,154)
Head Teacher: M. Smith, B.A.
Telephone: Felixstowe 2528

Required September 1978 TEACHER for FRENCH and GERMAN. Teachers able to offer either language on a part-time basis will also be considered for a temporary appointment of one term only.

Apply by letter giving full curriculum vitae and the names and addresses of two referees to the Head at the school immediately, enclosing S.A.E.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
WEALD SCHOOL
Billingshurst, West Sussex
11-18 Mixed rural Comprehensive.

Required September, 1978, TEACHER of FRENCH to "O" level, some assistance with Lower school GERMAN an advantage.

Form and details from the Head Teacher on receipt of S.A.E.

WEST SUSSEX
NORTH EASTERN AREA
SACKVILLE SCHOOL
Lewes Road, East Grinstead
Sussex, RH19 3TY

Mixed 11 to 18 Comprehensive School with 1,550 on roll TEACHER of FRENCH to teach throughout school, up to and including "A" level. Ability to offer German as second language an asset.

Particulars and form from Headmaster on receipt of S.A.E.

WILTSHIRE
COUNTY COUNCIL
ST. JOSEPH'S R.C. SCHOOL
Laverstock, Salisbury

Wanted for September, 1978: TEACHER (Scale 1) for FRENCH throughout the school with some English or Maths.

Existing courses lead to "O" level G.C.E. and C.S.E.

There would be an advantage for a candidate who could offer remedial teaching and Religious Education with other post.

Small mixed school (roll 270) rural setting. Built 1964. Application form and further particulars from Headmaster.

WILTSHIRE
PEWSEY VALE SCHOOL
Pewsey SN9 5EW
(Comprehensive, 11 to 16 mixed)

Required for January, 1979, a TEACHER of FRENCH with subsidiary GERMAN or COMMERCIAL SUBJECTS. French is taught to the more able pupils from Year 3 onwards as their second language. Excellent facilities including the use of a Language Laboratory. The school's first five-form entry comprehensive intake is now in Year 4 and is drawn from a defined catchment area. Building extensions have provided first-class facilities on one site in the beautiful Vale of Pewsey.

Letters of application, giving full details of qualifications and experience, active interests together with the names of two referees should reach the Headmaster as soon as possible. Closing date, August 21st.

Music

Other Posts on Scale 2 and above

NEWHAM
(London Borough of)
CENTRAL PARK INFANTS SCHOOL
Central Park Road, London E6 3DW
Roll 170
Head Teacher: Mrs. Simpson

Required for January 1979 or earlier if possible TEACHER for MUSIC (Scale 3). Burnham Scales plus London Allowance £402.

Application forms may be obtained from the undersigned to whom they should be returned by 18th August 1978.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Scale 1 Posts

CROYDON
(London Borough of)
LADY EDRIDGE GIRLS' HIGH
Clifton Road, London, S.E.25
Telephone: 01-771 1351/3

Tenable: 1st September, 1978: TEACHER of MUSIC to C.S.E. and "O" level with the ability to teach to "A" level in the future. Candidates will need to offer a second subject. A post above Scale 1 is available for suitably qualified and experienced teachers.

Salary, Burnham Scale 1 (STAP) with London Area allowance. Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON

Two String TEACHERS, Scale 1, required September, or as soon as possible, to serve schools (Primary and Secondary) in the South Devon area. Mileage allowance payable. Application form and further details from Area Education Officer, Oldway, Paignton (S.A.E. foolscap). Closing date: August 11, 1978.

LONDON

TULSE HILL SCHOOL (B.S.)
Group 12
Upper Tulse Hill, London
SW2 2SH
01-674 4851
Headmaster: Mr. R. B. Evans

Required September, 1978, part-time (.8) TEACHER of MUSIC. The music department is housed in a purpose-built suite. A Creative Arts syllabus (which includes Art, Drama, Music) is followed in years One to Three and it is desirable that applicants should be interested in teaching in this creative style. An interest in choral work would be an advantage. C.S.E. and G.C.E. courses are followed in the Upper School. There is also a wide range of instrumental teaching, and a Concert Band. [illegible] Headmaster at the school.

MERTON
(London Borough of)

EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL FOR GIRLS
Lake Road, Wimbledon, S.W.19
Headmistress, Miss H. D. Whale, M.A.
Number on roll: 790 (160 in Sixth Form) Ages 13-18 years
Tel.: 01-946 2208

Required for September, 1978, in this comprehensive high school, a part-time (0.7 approx.) TEACHER of MUSIC. The school has a strong Music tradition with many girls learning musical instruments. We need someone for general class teaching, for examination work (C.S.E., G.C.E. "O" and "A" level) and who would like to join in other musical activities.

London Allowance £402.

Application forms and further details are obtainable from the Education Department, London Borough of Merton, Station House, London Road, Morden, Surrey.

Application forms to be returned as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
WOODHOUSE HIGH SCHOOL
Highfield Avenue, Amington,
Tamworth, B77 3JB
(Roll: 1,300)

Required for September 1978, or January, 1979, a TEACHER of MUSIC (Scale 1). Applications from suitably experienced candidates would be considered for a Scale 2 post but New Entrants would also be considered.

Tamworth Borough Council give favourable consideration to applications from teachers for rented accommodation.

Full particulars and application forms obtainable from and returnable to the Head Teacher (S.A.E.).

Physical Education

Scale 1 Posts

CLWYD
COUNTY COUNCIL

CONNAH'S QUAY SPORTS AND RECREATION CENTRE
Golftyn Lane, Connah's Quay

SPORTS OFFICER

The Sports Centre is at Connah's Quay High School, Deeside.

The appointment will be for 1st September, or as soon as possible thereafter, and will provide scope for a person with initiative and imagination to assist in the development of this centre. The main duties will be the coaching of Adult and Children's classes, and assisting with the day-to-day management of the Centre.

It is envisaged that the person appointed will be capable of teaching and coaching a wide range of sports and activities, which may include Gymnastics, Basketball, Hockey, Badminton, Ladies' Keep-fit, Squash, Tennis, etc.

Applicants could be well qualified teachers or equally suitably qualified (coaching qualifications etc.). This post is an excellent one for persons wishing to start a career in Recreation. This is seen as an ideal post for newly qualified Physical Education teachers.

Salary within the Scale AP1/2 (£2,811 to £3,339 plus £312 per annum supplement, plus 10 per cent for irregular hours working and extra pay for weekend work.

Application forms and further particulars may be obtained from the Manager at the address above, to whom they should be returned by August 8th.

John Howard Davies, Director of Education, Shire Hall, Mold.

CROYDON
(London Borough of)
SYLVAN HIGH SCHOOL
Maberley Road, London SE19 2JH
Telephone: 01-771 2261
Tenable 1st September 1978

Applications are invited from suitably qualified and experienced TEACHERS for the post of TEACHER of PHYSICAL EDUCATION in this newly built mixed 11 to 16 Comprehensive High School.

Salary, Burnham Scale 1 (STAP) with London Area allowance. Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
HATTON SCHOOL
Station Road, Hatton DE6 5EH
(mixed comprehensive, Group 10)

Required September, PHYSICAL EDUCATION TEACHER who offers MATHEMATICS as a second main subject, to a growing 11 to 16 school. Apply immediately by letter, enclosing curriculum vitae and names of two referees, to the Headmaster.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ARNOS SCHOOL
(Comprehensive)
Wilmer Way,
Southgate, N14 7HY
(Roll 980)

Required for April 1979 a TEACHER to be temporarily in charge of GIRLS' PHYSICAL EDUCATION. Pupils range from 11 to 18 years of age, and the school has a Sports Hall which contains weight training equipment. This is a temporary post covering leave of a member of staff. [illegible] post available for suitably experienced and qualified teacher. London Allowance, payable £297 per annum.

Application forms (stamped addressed envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

ESSEX

ST. HELENA SCHOOL
Sheepen Road, Colchester
Telephone: Colchester [illegible]

GIRLS' PHYSICAL EDUCATION

Required September, TEACHER with MODERN EDUCATIONAL DANCE. Subsidiary subject should be stated. English an advantage.

[illegible] Apply immediately [illegible] S.A.E.

SECONDARY
Physical Education continued

ESSEX

ONGAR COMPREHENSIVE
(Roll 1,500)
(11 to 18 mixed, well established house system)
Fyfield Road, Ongar
Telephone: Ongar 3252

BOYS' PHYSICAL EDUCATION

Temporary one term appointment. Excellent facilities—Sports Hall, Indoor Heated Swimming pool, etc. Ability to offer Mathematics an advantage.

Contact the school with names and addresses of two referees.

ISLE OF WIGHT
COUNTY COUNCIL
SANDOWN HIGH SCHOOL
The Fairway, Sandown,
Isle of Wight
Age range 13-18 years
(1,320 on roll: Group 12)

Required for the academic year 1978/79 a TEMPORARY PHYSICAL EDUCATION TEACHER (Scale 1). Ability to assist with Physics or Physical Science desirable.

Applications by letter to the Head Teacher as soon as possible.

LONDON

ELLIOTT SCHOOL
Pullman Gardens, London
SW15 3DG
(1,600 boys and girls,
11 to 18, Comprehensive)
Headmaster, G. Rospigliosi,
B.A. (Oxon.)

Required from September, TEACHER to help with boys' GAMES (afternoons only). Assistance with rugby desirable but not essential.

Please write to the Headmaster at the school.

SANDWELL
(Metropolitan Borough of)
HEATHFIELD HIGH SCHOOL
(11 to 16 comprehensive)
Required for September 1978:
GIRLS' PHYSICAL EDUCATION
(Scale 1)

Temporary appointment for one term.

Letters of application stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Trinity Street, Cradley Heath, Warley, West Midlands.

TRAFFORD
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS
(1,030 girls)
Cavendish Road, Bowdon,
Altrincham, Cheshire
Telephone: 061-928 0827

PHYSICAL EDUCATION, Scale 1. Required for September, or as soon as possible thereafter, ASSISTANT MISTRESS to teach in a department of four. Special interest in Netball is desirable.

Applications for a temporary appointment (full-time or part-time) for one term will be welcome.

Application forms available from the Head of the school, should be returned as soon as possible.

Religious Education

Other Posts on Scale 2 and above

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N.22

Eight-form entry Mixed Comprehensive School on two sites. Modern buildings and open spaces on each site.

Required for September if possible but applicants who will not be free until January will be considered: TEACHER of RELIGIOUS and SOCIAL EDUCATION. Scale 2, to work in an active, forward-looking department. Modern teaching techniques essential. Well-equipped department, "O" level examinations taken. (Probationary teachers are not eligible for Scale 2.) Previous applicants need not re-apply.

London Allowance (£402) payable.

Removal expenses—100 per cent allowed.

Forms of application (S.A.E.) available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17

Scale 1 Posts

CROYDON
(London Borough of)
SYLVAN HIGH SCHOOL
Maberley Road,
London SE19 2JH
Telephone: 01-771 2261

Tenable 1st September 1978
Applications are invited from suitably qualified and experienced TEACHERS for the post of TEACHER of RELIGIOUS EDUCATION in this newly built mixed 11-16 Comprehensive High School. Prospects of development.

Salary Burnham Scale 1 (STAP) with London Area Allowance. Reasonable removal expenses will be reimbursed (details on request).

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address by 7th August, 1978.

HEREFORD AND WORCESTER
(County Council of)
[illegible] HIGH SCHOOL
[illegible]

[illegible] 9/10 form entry, 13 to 18 comprehensive [illegible]

Required for Autumn term, 1978, TEACHER of RELIGIOUS EDUCATION, Scale 1. The Governors will seek to appoint someone willing to teach [illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(Roll 881: eight-form comprehensive intake)

Required for September, or as soon as possible: ASSISTANT TEACHER of RELIGIOUS EDUCATION. The Lower School is fully comprehensive, and C.S.E. and G.C.E. "O" level courses are offered in the Upper School.

Apply immediately (no forms) to the Headmaster, giving full details and naming two professional referees.

Science

Other Posts on Scale 2 and above

HAMPSHIRE
BRIDGEMARY SCHOOL
Wych Lane, Gosport

Comprehensive mixed, 11 to 18. Number on roll 1,600

Required September or January, PHYSICS, Scale 2, to teach up to Nuffield "A" level.

Send curriculum vitae, names of two referees and S.A.E. to Head.

ILFORD
(London Borough of Redbridge)
URSULINE CONVENT SCHOOL
(Direct Grant)

Required September: Part-time GRADUATE to teach CHEMISTRY to "O" and "A" level, possibility of full-time with another convenient subject—MATHEMATICS.

Salary according to qualifications and experience. London Burnham Scale.

Apply with curriculum vitae and names and addresses of two referees to Headmistress.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
ST. GEORGE'S C.E. (CONTROLLED) SECONDARY SCHOOL
Broadstairs

Required for September, a temporary TEACHER for PHYSICS for one year during the secondment of a teacher.

Scale 2/3 available for suitable applicant.

Applications direct to Head with names and addresses of two referees.

MERTON
(London Borough of)

EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road
Wimbledon, SW19 1BU
Headmaster: Mr. C. W. Bound, M.A.

TEACHER of PHYSICS.

See Secondary Education, Science, Scale 1.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN PEEL HIGH SCHOOL
(Group 8; all-ability)
Wells-next-the-Sea
Head Teacher, Mr. D. G. Wadman, M.A.

January, 1979, Scale 2 TEACHER for SCIENCE (Physics) and some MATHEMATICS (lower school).

Application forms and further particulars from Head Teacher.

Scale 1 Posts

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL (Roll 1,052)
Dagenham Road, Dagenham, Essex

Required for September, 1978: PHYSICS. A GRADUATE in PHYSICS or an allied subject is needed to teach Physics throughout the School. The subject is well established with a very good record of success in G.C.E. examinations. The Science Department has good facilities and technical assistance. This is an excellent opportunity for a teacher seeking a first appointment, as the work will include both "O" and "A" level groups. Scale 1.

London Addition £402 per annum. Reimbursement of removal expenses in approved cases.

Application forms available (S.A.E.) from the Headteacher.

BARNET
(London Borough)
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet N.11
01-368 2777
(Mixed Comprehensive, 11-16, four-form entry linked to a Sixth Form College)

Required September, 1978, TEACHER of CHEMISTRY (Scale 1) for one year only due to illness of permanent member of staff. Relevant courses in C.S.E. and "O" level. Part-time also considered.

Letter of application, including names of two referees, to Headmaster (S.A.E.).

BERKSHIRE
THE PIGGOTT SCHOOL
Twyford Road, Wargrave
(Roll 1,000)

Required for September, and for a minimum of two terms, an ASSISTANT TEACHER of SCIENCE, with suitable qualifications in any one of the Science disciplines, to teach Combined Science in years 1 to 3 in a new purpose-built Science area.

Applications (and stamped addressed envelope) to the Headmaster with curriculum vitae and names and addresses of two referees. Short-listed candidates will be notified within 21 days of receipt of application.

BERKSHIRE
GARTH HILL SCHOOL
Sandy Lane, Bracknell
(Number on roll 1,450; 11 to 18; comprehensive; mixed)

Required for September, 1978 a qualified TEACHER of SCIENCE, Scale 1, preferably with Biology as a specialism, but willing to share in the teaching of COMBINED SCIENCE to mixed ability classes in the first and second years and HUMAN BIOLOGY to C.S.E. and "O" levels in the fourth and fifth years.

Possibility of housing accommodation. Assistance with removal expenses in approved cases.

Further details of the organisation of the school and application forms can be obtained from the Headmistress, to whom they should be returned.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
GRANGE COUNTY SECONDARY SCHOOL
Wendover Way, Aylesbury
TEACHER of MATHEMATICS/SCIENCE.
See under Mathematics—Scale 1.

BURY
(Metropolitan Borough of)
THE DERBY SCHOOL
Radcliffe Road, Bury
(Number on roll 987)

Required for 1st September, 1978: TEACHER (Scale 1) for SCIENCE/MATHEMATICS to teach mainly Junior School Science with minor commitment to mathematics in years one and two.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by 11th August, 1978.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. PETER'S SCHOOL
Huntingdon
(Comprehensive, Co-educational, 1,450 on roll)
Headmaster, Mr. W. G. Thomas, J.P., B.A.

GRADUATE required, Scale 1, for September, to teach PHYSICS in this lively and flourishing department. Integrated Science is taught in years one and two and Physics to C.S.E., "O" and "A" level. Engineering Science and Electronics are also taught to "A" level. It is hoped the successful applicant will be able to participate fully in this department's teaching.

Please write immediately to the Headmaster, giving curriculum vitae and the name of one referee.

COVENTRY (City of)
ASSISTANT TEACHERS required at:
THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL
Broad Lane
(1,620 on roll)
Required September, 1978:
(1) SCIENCE, Physics or Biology preferred. Scale 1.
Required January, 1979:
(2) PHYSICS, with some SCIENCE in the junior school. Scale 1.
COUNDON COURT MIXED COMPREHENSIVE SCHOOL
Northbrook Road
(1,750 on roll)
Required September:
BIOLOGY, interest in rural science (C.S.E.). Mixed ability examination work up to "A" level available for suitably qualified candidate. Scale 1.

College leavers welcome to apply. Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees, to the Headmaster at the school concerned.

DERBYSHIRE
MORTIMER WILSON SCHOOL
Alfreton, Derby DE5 7JA

Required for September TEACHER for SCIENCE. Ability to teach Chemistry and Physics, an advantage, but a range of work is available in the Science Department.

Applications immediately to the Headmaster, by telephone or letter.

ESSEX

NICHOLAS COMPREHENSIVE
(Roll 1,460)
St. Nicholas Lane, Laindon,
Basildon SS15 5NZ
Telephone: Basildon 43391

SCIENCE

TEACHER of PHYSICS and/or Chemistry to teach subject(s) throughout the School in successful and established department. Nuffield schemes used. Outer London Fringe Allowance; possibility of rented accommodation.

SOUTHEND GIRLS HIGH SCHOOL
(Roll 780)
Southchurch Boulevard,
Southend
Telephone: Southend 588852

BIOLOGIST

BIOLOGIST required for Autumn Term at Girls' Grammar School to teach Biology up to "O" level. Temporary appointment for one term (possibly more) due to maternity leave.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned. (foolscap S.A.E. please)

HAMPSHIRE
HARDLEY SCHOOL
Long Lane, Fawley, Southampton
(Number on roll 1,200)

Scale 1—SCIENCE. Required September.

Main interest chemistry; physics desirable but not essential.

Application and curriculum vitae with S.A.E. to Head.

HAMPSHIRE
BRIDGEMARY SCHOOL
Wych Lane, Gosport

Comprehensive mixed, 11 to 18. No. on roll 1,600

Required September or January: PHYSICS Scale 1, to teach up to Nuffield "A" level.

Send curriculum vitae, names of two referees and S.A.E. to Head.

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N.22

Eight-form entry Mixed Comprehensive School on two sites. Modern buildings and open spaces on each site.

Required for September TEACHER of GENERAL SCIENCE in the first two years. Ability to teach PHYSICAL SCIENCE in the third year, other CHEMISTRY or PHYSICS, and ENVIRONMENTAL SCIENCE in Years 4 and 5.

Well equipped, very active department with good laboratories and technician help. Applicants must be prepared to take an active part in the life of the school.

Probationer teacher would be welcome. Previous applicants need not re-apply.

London Allowance (£402) payable.

Removal expenses—100 per cent allowed.

Forms of application (S.A.E.) available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
(Roll 1,175; Co-ed)
Appleby Drive, Romford RM3 7BJ
S.P.A. Allowance £201/£276 per annum payable.

Required September, 1978: Temporary TEACHER of SCIENCE preferably to teach Physics up to "A" level.

This is an appointment for one term only.

Letters of application to the Head Teacher giving full curriculum vitae and quoting two referees.

HEREFORD AND WORCESTER
(County Council of)
THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch, Worcs
B98 7UH

Required from August 31, 1978, a well qualified SCIENCE TEACHER able to offer at least one or more of the following—BIOLOGY, PHYSICS, SECONDARY SCIENCE — to "O" and C.S.E. levels in this 13 to 18 Comprehensive High School.

Letters of application with curriculum vitae to the Acting Headmaster at the school as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HIGHFIELD SCHOOL
(Group 9)
Fletcher Way
Hemel Hempstead

BIOLOGY TEACHER. Scale 1, wanted for September.

Apply with curriculum vitae to Headmaster.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
HAVELOCK SCHOOL
Holyoake Road, Grimsby

Required from September, 1978: GRADUATE to teach COMBINED SCIENCE in the lower school and either PHYSICS or CHEMISTRY to C.S.E. and "O" levels. Physics to "A" level is available for a suitable candidate.

Letters of application, including details of full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher at the school within 10 days of the appearance of this advertisement.

ISLE OF WIGHT
COUNTY COUNCIL
SANDOWN HIGH SCHOOL
The Fairway, Sandown
Isle of Wight
Age range 13 to 18 years
1,320 on roll
Group 12

Required for September 1978, an PHYSICIST to teach across the age and ability range. An interest in Project Technology and liaison with the Engineering Department an asset. The vacancy arises through promotion to the Head of Physics elsewhere and involves teaching to university entrance and scholarship levels.

Applications by letter to the Head Teacher as soon as possible.

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, Isle of Wight
(Age range 13 to 18 years: Group 11; 1,126 on roll)

Required for September, 1978, SCIENCE TEACHER (Scale 1) to teach NUFFIELD PHYSICS ("O" level) and C.S.E. with some CHEMISTRY and COMBINED SCIENCE (Nuffield Secondary Science).

Applications by letter, to the Head Teacher, giving names and addresses of two referees (telephone numbers where appropriate) and curriculum vitae as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESHAM DIVISION

THE GORDON SCHOOL
Lower Higham Road, Gravesend
Headmaster: D. H. Bridger M.Sc., M.I.Biol.

Required for September, 1978, TEACHER for SCIENCE.

This vacancy arises because, for reasons beyond control, an appointee has been unable to take up her post. The school has six well-equipped Science Laboratories and first class technical assistance. Candidates should be able to offer to teach Biology and also contribute towards the teaching of Nuffield Combined Science. This appointment offers the opportunity to work with a well-established team of teachers.

Candidates are invited to apply as soon as possible to the Headmaster at the school.

Applications should be by letter and curriculum vitae as requested together with names and addresses of two professional referees, or in the case of college candidates the name and address of the college.

LIVERPOOL

NEW HEYS MIXED COMPREHENSIVE SCHOOL
Heath Road, Liverpool L19 4TN

Require for September, ASSISTANT for PHYSICS, Scale 1, to teach to "O" and "A" level.

Forms obtainable from (S.A.E.) and returnable by 7th August to the Head Teacher. Quote ref. 946(b).

LONDON

ELLIOTT SCHOOL
Pullman Gardens, London,
SW15 3DG
(1,600 boys and girls, 11-18;
Comprehensive)
Headmaster: G. Rospigliosi,
B.A.(Oxon.)

Required from September, qualified PART-TIME TEACHER (0.5) to teach SCIENCE in the lower school.

Please write to the Headmaster at the school.

LONDON, S.E.2
ST. JOSEPH'S CONVENT GRAMMAR SCHOOL
Woolwich Road, Abbey Wood
London, SE2 0AS

Required for September 1978: GRADUATE to teach BIOLOGY throughout the school to "O" and "A" levels.

Reply to Headmistress with curriculum vitae and names and addresses of two referees.

LONDON, S.W.6
ST. MARK'S C.E. COMPREHENSIVE SCHOOL
Bishops Avenue, London, S.W.6
Headmaster: Dr. [illegible] Smith

BIOLOGY TEACHER required for September. Temporary post because of illness, but could continue.

Apply to the Headmaster at the school. (No forms.)

MERTON
(London Borough of)

EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road, Wimbledon,
SW19 1BU
Headmaster
Mr. C. W. Bound, M.A.
(Age range 13 to 18 years).

Required for September, TEACHER for 1 term appointment, to teach PHYSICS up to "A" level. Scale post available for suitably qualified and experienced teacher. Full-time appointment may be available from January.

London Allowance £402.

Apply by letter to the school as soon as possible. Further details may be obtained by telephoning the school 01-542 [illegible] or the Headmaster 01-543 [illegible].

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London. E12 6ET
Roll: 1,310
Head Teacher: Mr. R. G. H. Andrews, B.A., M.Ed.
Required for September, 1978:
TEACHING of CHEMISTRY (Scale 1).

Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.

Application forms and further details from the head teacher (Tel.: 01-478 8024) to whom they should be returned as soon as possible.

NEWHAM
(London Borough of)
ST. JOHN'S SCHOOL
Green Street, London E13 9AX
(Roll: 756 Co-educational)
Head Teacher: Mr. L. J. M. Lawn, A.C.P., D.S.C.

Required for January, 1979, or earlier.

TEACHER of BIOLOGY, Scale 1. Courses to "A" and "O" level G.C.E. and C.S.E.

Applicants must be practising Roman Catholics and possess the Catholic Teachers Certificate or its equivalent.

Visits welcomed. Tel.: 01-552 3102.

Burnham Scales plus London Allowance £402.

Application forms and further information from the Head Teacher at the school, to whom they should be returned by 17th August, 1978.

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, London, E7 9PR
Roll: 1,180 Co-educational
(11 to 19 years)
Head Teacher: Mr. A. G. Chamberlain, B.Sc., A.B.G.S.
Required for September, 1978:

TEACHER of PHYSICS, CHEMISTRY and possibly some GENERAL SCIENCE (Scale 1) for work mainly in years 3, 4 and 5. Courses to G.C.E. "O" and "A" level and C.S.E., some on Nuffield Syllabuses, are well established. The department has well equipped laboratories and technician support. Scale 1 post suitable for first applicant.

Burnham Scales plus London Allowance £402.

Application forms may be obtained from the Head Teacher (Tel.: 01-471 2415) to whom they should be returned as soon as possible.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Roll: 980
Head Teacher: Mr. F. Jones
Required for September 1978:
Scale 1. A TEACHER of BIOLOGY to join a well established team of Science teachers. Courses leading to C.S.E., G.C.E. "O" and "A" level are provided and some "A" level teaching will be available for a suitably qualified candidate.

Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276.

Application forms and details of the school may be obtained from The Director of Education, The Broadway, Stratford, London E15 4BH to whom the forms should be returned as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:
PADSTOW COMPREHENSIVE SCHOOL
Bestwood Estate, Nottingham
NG5 5GH
Headmaster, O. Gallagher, M.A.
(Mixed, 1,400 (11 to 18))

For September, TEACHER (Scale 1) for GENERAL SCIENCE.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:
FARNHAM COMPREHENSIVE SCHOOL
Farnborough Road, Clifton Estate, Nottingham NG11 9AE
Headmaster, M. C. Pavey, M.A., B.A.
(Mixed, 1,800)

For September, well qualified PART-TIME TEACHER (Scale 1) of BIOLOGY or of GENERAL SCIENCE throughout school for six half-day sessions.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road,
Woodford Green, IG8 7DH
Telephone number: 504 0618
Head Teacher, Mr. A. C. H. Duke, M.A.

Suitably qualified and experienced TEACHER of CHEMISTRY (Scale 1) required for September, or January, 1979, to join the Science Department of this well-established 11-18 mixed comprehensive school. Established courses to "A", "O" and C.S.E. examinations; good laboratory facilities. The successful candidate would be expected to teach across the ability-range, and also be ready to assist with integrated Science courses for Lower School pupils.

Outer London Allowance is payable.

Further details and application forms are available from the Head Teacher at the school, or STAP.

RICHMOND UPON THAMES
(London Borough of)

WHITTON SCHOOL
(11-16 Mixed Comprehensive)
Percy Road, Twickenham,
Middlesex, TW2 6JW

Required for September, 1978:

ASSISTANT TEACHER of SCIENCE (Scale 1).

To teach Nuffield Combined Science to pupils in first and second years, and General Science in third and fourth years. Facilities are excellent, comprising five well-equipped laboratories, two preparation rooms and good technical assistance.

Outer London Allowance payable.

Forms (foolscap S.A.E.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the School immediately.

Qualified Teachers

required for posts in secondary comprehensive schools particularly in the following subjects:—

ENGLISH
MATHEMATICS
SCIENCE
TECHNICAL SUBJECTS
MODERN LANGUAGES
HISTORY
HOME ECONOMICS

The London Borough of Redbridge is a pleasant residential area in North-East London. Help will be given in finding accommodation, with legal fees for house purchase and removal and resettlement expenses where appropriate. Outer London Allowance is payable.

Application forms obtainable from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, as soon as possible (Tel. 01-478 3020, Ext. 193), or STAP.

Redbridge
London Borough

METROPOLITAN BOROUGH OF
Rochdale

EDUCATION DEPARTMENT

Special Education

FIELDHOUSE SCHOOL (Physically Handicapped Children)
Greenbank Road, Rochdale OL12 0HZ Tel.: Rochdale 48097

Lower Juniors

SCALE 1 PLUS S.C.A.

Applicants must have completed probationary year.
Previous special school experience is not necessary but a sympathetic approach to physically handicapped children and an understanding of teaching young children with learning difficulties, is essential.

High

BISHOP HENSHAW MEMORIAL R.C. (13-18)
Shaw Road, Rochdale OL16 4RX Tel.: Rochdale 47761

Required from 11th September to approximately the end of March, 1979.

SCALE 1, TEMPORARY TEACHER OF MATHEMATICS.

GREENHILL HIGH (13-18)
Falinge Road, Rochdale OL12 6LD Tel.: Rochdale 31246

TEMPORARY TEACHER OF GEOGRAPHY

For Autumn Term only

For all above posts applications should be by letter immediately to the Head Teacher at the schools giving details of age, qualifications and experience together with the names and addresses of two referees. Closing date: Friday, 11th August, 1978.

SECONDARY
Science
continued

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH, OLDBURY WELLS SCHOOL,
Bridgnorth

RURAL SCIENCE TEACHER, Scale 1, required from September, 1978. Chemistry as second subject an advantage.

Further details from Headmaster, (S.A.E.)

SOMERSET
WELLINGTON SCHOOL
(H.M.C. ex D.G. 700 pupils)

Required for September, 1978, GRADUATE ASSISTANT to teach BIOLOGY to all levels. Burnham Scale 1 Post, suitable for first appointment.

Please apply by sending the usual particulars to the Headmaster.

SOMERSET
THE KING ALFRED SCHOOL
Highbridge
Burnham-on-Sea
(11 to 18 mixed comprehensive, 1,500)

For September, 1978, TEACHER of PHYSICS, Scale 1, to "A" level. Nuffield Combined Science to years one and two. An interest in electronics an advantage. Permanent or temporary post.

Applications by letter, as soon as possible to the Head at the school, with curriculum vitae and names of two referees.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The borough is within easy access of Central London and bordered by Epping Forest.

London Addition to salary payable.

CORPUS CHRISTI HIGH SCHOOL
Goodall Road, London, E11 4EP
Headmaster: Mr. P. White

Required for September 1978: SCIENCE/MATHEMATICS TEACHER for well-established departments in this mixed Comprehensive High School (600 on roll; 11 to 16). Scale 2 post available for suitably qualified and experienced candidate.

Closing date, 9th August 1978.

Application forms obtainable from the Chief Education Officer, Municipal Offices, High Road, Leyton, E.10, on receipt of S.A.E.

WEST SUSSEX
MID-SUSSEX AREA
OATHALL SCHOOL
Appledore Gardens, Haywards Heath, Sussex

Required September, Scale 1 TEACHER to teach PHYSICS and CHEMISTRY to "O" level with the possibility of some junior general science. Large, well-accommodated science department seeks member to support the wider life of the school.

Previous applicants will automatically be reconsidered.

Form and details from the Head Teacher on receipt of S.A.E.

WEST SUSSEX
MID-SUSSEX AREA
OATHALL SCHOOL
Appledore Gardens, Haywards Heath, Sussex

Required September, TEACHER of CHEMISTRY to "O" level and/or JUNIOR SCIENCE.

Possibility of Scale 2 for suitable candidate.

Form and details from the Head Teacher on receipt of S.A.E.

WIRRAL
(Metropolitan Borough of)

(Re-advertisement: Previous applicants will be considered.)

THE RIDGEWAY HIGH SCHOOL
Noctorum Avenue, Noctorum
Birkenhead, Wirral, Merseyside
(Six-form entry co-educational Comprehensive)

For September or as soon as possible thereafter: TEACHERS (Scale 1):

(1) For CHEMISTRY and MATHEMATICS. Examination work available.

(2) For PHYSICS. Examination work available.

Apply by letter in the first instance to the Headmaster.

Social Studies

Scale 1 Posts

HERTFORDSHIRE
COUNTY COUNCIL
MID-HERTS DIVISION
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield

Required September, 1978, for One Year only

A GRADUATE TEACHER to teach SOCIAL STUDIES to C.S.E. in 4th and 5th Years, Sociology to "O" level and "A" level in the Sixth Form and History in the lower school. An ability and willingness to assist with boys' physical education would be welcome.

The School is a five-form entry, all-ability co-educational school situated in a residential village in London's green belt. London fringe allowance.

Apply by letter to the Headmaster, enclosing a curriculum vitae, and giving the names of two referees.

LONDON
NOTRE DAME
COMPREHENSIVE SCHOOL
[illegible] Battersea Park Road,
London SW8 4BH
Voluntary-Aided (810 girls)

A [illegible] SOCIOLOGIST required for September, 1978, to teach fourth, fifth and sixth years C.S.E. Social Studies and "O" level Sociology.

Apply in writing to the Clerk to the Governors at the above address with curriculum vitae.

Technical Studies

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE

Required September, 1978, a PERIPATETIC HANDICRAFT TEACHER, to work in the Authority's Middle and High Schools, age ranges 8 to 13 and 13 to 18 years. Scale 2 possibly 3 post, available to suitably qualified and experienced applicant. Applications from students seeking a first teaching post will be considered.

London Allowance £402. Legal expenses and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Director of Education, Station House, London Road, Morden, Surrey, on receipt of a stamped, addressed envelope to whom the forms should be returned as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road, Wimbledon
SW19 1BU
Headmaster, Mr. C. W. Bound, M.A.

TEACHER of WOODWORK
See under Secondary Technical Subjects—Scale 1.

Scale 1 Posts

BARNSLEY
WORSBROUGH HIGH SCHOOL,
Ardsley Road, Worsbrough Dale, Barnsley
(11-18 Mixed Comprehensive)
Head Teacher: S. Hughes

Required for September:
TEACHER of WOODWORK (Scale 1).

Apply by letter to the Headteacher giving full curriculum vitae and two referees as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BEECH HILL HIGH
Dunstable Road, Luton, Beds.
Headmistress: Mrs. V. Mitchell-Rawlins, O.B.E., M.Ed.

Required for September, 1978 or as soon after as possible a TEACHER to join the Engineering Technology Department and to specialise in TECHNICAL DRAWING up to "O" level, with an interest in either Technology, Motor Mechanics or Metalwork. This department is part of an expanding faculty of design which has well established "O" level and C.S.E. courses. Scale 1. Temporary employment as an instructor may be possible.

Some assistance with accommodation may be given.

Application forms obtainable from and returnable to the Headmistress. S.A.E. please.

BERKSHIRE
FURZE PLATT COUNTY SECONDARY SCHOOL
Marlow Road, Maidenhead
No. on roll, 1,070 mixed

Required in September, TEACHER for WOODWORK/METALWORK in this developing 11 to 18 comprehensive school (Scale 1).

Apply immediately to Headmaster giving age, qualifications, subsidiary subjects, other interests and two referees.

London Fringe Allowance £150 per annum. Lodging Allowance and Removal Expenses schemes in operation (S.A.E.).

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
THE OUSEDALE'S SCHOOL
Newport Pagnell

Required for September, 1978, a TEACHER (M/F) of METALWORK. [illegible] be [illegible] shortly.

The school is situated on a most attractive site just outside the new city of Milton Keynes, and the Development Corporation is making a number of houses for rent available to teachers appointed to schools in the area. Subject to the County Council's regulations, removal expenses up to £158 and board and lodging allowances will be paid.

Initial application by letter giving details of experience and qualifications together with the names and addresses of two referees to the Head, The Ousedale School, The Grove, Newport Pagnell, Bucks MK16 0BJ.

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
TODMORDEN HIGH SCHOOL
Ewood Lane, Todmorden

Required from 31st August, 1978, a temporary TEACHER of WOODWORK, Scale 1, for Autumn Term only. Apply by letter to the Headmaster at the school giving details of age, experience etc. together with names and addresses of two referees, as soon as possible.

ENFIELD
(London Borough of)
AMBROSE FLEMING SCHOOL,
The Ride, Enfield, EN3 7DS
(Roll: 1,340)

Required in September 1978, a TEACHER of WOODWORK—design based, plus subsidiary metal work and technical drawing to join a staff of five in the Technical Studies Department. Excellent facilities are available in a suite of fine workshops.

London allowance payable £267 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (S.A.E.) obtainable from The Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ, to whom they should be returned as soon as possible.

ARNOS SCHOOL
(Mixed Comprehensive)
Wilmer Way, Southgate, N14 7HY
Roll: 980

Required for September 1978, an additional TEACHER of TECHNICAL DRAWING, WOODWORK and LIGHT ENGINEERING. An interest in Design Studies, using a variety of materials would be welcome. Scale 1 post in an expanding department with three workshops, technical drawing room and mixed materials room. Growing school, on a single site which includes playing fields, sports hall and other recent additions.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
THE ONSLOW SCHOOL
Old Rectory Drive, Hatfield
900 on roll.
Headmaster: Mr M. J. A. Clarke, B.A.

A PART-TIME TEACHER of METALWORK is required to work in the Technical Studies Department of this all-ability school. The workshop facilities are excellent and an attractive timetable is available by arrangement with the Headmaster.

Please telephone for an appointment to discuss the matter further (Hatfield 64286).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD KENNINGTON
THE TOWERS SCHOOL
(Boys and Girls) (Roll: 1,000)

TEACHER of TECHNICAL SUBJECTS required September to take charge of new Metalwork shop. Excellent facilities available. The school has an exceptionally strong Technical Department with courses leading to C.S.E., "O" level, C.I.T., and "A" level.

Applications by letter, naming two referees to the Headmaster (please enclose S.A.E.) Faversham Road, Kennington, Ashford.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
WROTHAM SCHOOL
(700 Mixed)
Borough Green Road, Wrotham, Sevenoaks, Kent

An expanding High School under the Thames-Side Scheme.

Required in September, a TEACHER for WOODWORK/METALWORK/TECHNICAL DRAWING. A full-time teacher is needed because of the growth of the school, but part-time teachers would be considered particularly for Metalwork or Technical Drawing. Apply by letter to the Headmaster, giving particulars of qualifications and experience and the names of two referees.

Further particulars of the school and of the post can be obtained from the school (Borough Green 884207).

LIVERPOOL

The following posts are required for September. Forms obtainable from (S.A.E.) and returnable by 7th August, to the Head Teachers.

ASSISTANT for TECHNICAL SUBJECTS, Scale 1
(two posts)
WEST DERBY BOYS' COMPREHENSIVE SCHOOL,
Quarry Road, Liverpool,
L13 7DB

Including main Metalwork in a strong department with excellent facilities. Quote ref.: 805 948(b).

ASSISTANT for METALWORK and TECHNICAL DRAWING,
Scale 1
ST. PIUS X R.C. SECONDARY BOYS' S.M. SCHOOL
Cranmer Street, Liverpool.
L5 2DF

Ability to teach Woodwork an added recommendation.
Quote ref.: 953(b).

LONDON
WILLIAM PENN SCHOOL
Red Post Hill, S.E.21

Required for September, 1978, or as soon as possible thereafter—a TEACHER of TECHNICAL STUDIES to join a strong team in a flourishing department.

The teacher appointed will be required to teach Technical Drawing and either Woodwork or Metalwork.

Application forms may be obtained from the school secretary and should be returned to the Headmaster as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road
Wimbledon SW19 1BU
Headmaster:
Mr. C. W. Bound, M.A.
Age range 13-18 years

Required in September a TEACHER of WOODWORK to work within a strong Art and Craft Department—courses in all subjects available up to A level; the Craft block has just been expanded with the addition of a new Woodwork room and Drawing Office. A Scale 1 post for a newly-qualified teacher, but a Scale 2 would be available for a suitably experienced applicant.

London Allowance £402. Legal expenses and assistance towards removal expenses will all be considered where appropriate.

Further details and application forms available from the school Secretary on receipt of a stamped addressed envelope.

Application forms to be returned as soon as possible.

MERTON
(London Borough of)

PERIPATETIC HANDICRAFT TEACHER required, see under Middle and High Schools, TECHNICAL STUDIES, Scale 2 and Above Posts.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
OAKWOOD COMPREHENSIVE SCHOOL
11 to 18 Mixed.
Approx. 1,050 on roll.

Required for September 1978 or as soon as possible thereafter.
ASSISTANT TEACHER, Scale 1.
Required for Boys Crafts together with Physical Education and Games. There are established Craft Courses up to "O" level and good games facilities.

Closing date: As soon as possible.

Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel.: 2121, Ext. 3367.

R. W. Ellis, Director of Personnel Resources.

SOLIHULL
EDUCATION COMMITTEE
SIMON DIGBY SCHOOL
Partridge Close, Chelmsley Wood, Birmingham B37 6UG

Required for September, TEACHER for TECHNICAL STUDIES (Scale 1). Excellent facilities, C.S.E. and G.C.E. "O" level courses. This is a purpose-built school of about 1,000 boys and girls of all abilities between 11 and 16 with a separate wing for First Year students.

Application by letter with curriculum vitae to the Headmaster (S.A.E.).

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
(11-16 mixed, roll 1,300)
Nacton Road, Ipswich
Head Teacher, Mr. V. Brookes

Required, September, 1978, TEACHER, Scale 1, for TECHNICAL SUBJECTS, WOODWORK, METALWORK and TECHNICAL DRAWING. Candidates available for one term appointment only will be considered.

Apply by letter immediately giving curriculum vitae and the names and addresses of two referees to the Head at the school, enclosing S.A.E.

SURREY
EDUCATION COMMITTEE
12-18 COMPREHENSIVE
RODBOROUGH COUNTY SECONDARY
Milford

Required September, MASTER/MISTRESS of METALWORK and TECHNICAL DRAWING.

Further details from the Head, Tel.: Godalming [illegible]

Other than by Subject Classification

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ROTHERHAM HIGH SCHOOL,
Rotheram Avenue, Luton, Beds.
Headmaster: M. D. Torrens, M.A.

Required for September, 1978, experienced TEACHER of ENGLISH AS A SECOND LANGUAGE in a Language Unit which caters for non-English speaking boys and girls, aged 11 to 16. Scale 2.

Some assistance with accommodation may be possible.

Application forms obtainable from and returnable to the Southern Area Education Office, 5a Old Bedford Road, Luton, Beds., to be returned by 18th August, 1978.

NORTH YORKSHIRE
COUNTY COUNCIL

YOUTH TUTOR required. See Youth and Community Service.

Scale 1 Posts

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to the Head of the school as soon as possible, together with the names of 2 referees and s.a.e.

MOSELEY SCHOOL
Wake Green Road, B13 9UY

Required September or as soon as possible thereafter. GENERAL SUBJECTS TEACHER, 11-14 age range and candidates should have a real interest in the teaching of slow learning pupils.

VOLUNTARY AIDED SECONDARY SCHOOLS

CARDINAL WISEMAN R.C. SCHOOL,
Old Oscott Hill, B44 9SR

Required September
(a) CRAFT TEACHER, C.S.E. and "O" level work.
(b) SCIENCE TEACHER, to teach COMBINED SCIENCE in lower school and "O" level and C.S.E. PHYSICS and CHEMISTRY in upper school.

Applications to the Clerk to the Governors care of the school.

THE ROSARY R.C. SCHOOL,
Parkfield Road, B8 3AX

TEACHER of ENGLISH required. Temporary post for one term for September, 1978.

Applications to the Clerk to the Governors, care of the school.

There is a scheme for assistance with removal expenses.

BRENT
(London Borough of)
EDUCATION COMMITTEE
CONVENT OF JESUS AND MARY HIGH SCHOOL
Crownhill Road, NW10 4EP
(Roll 990, 11 to 18)

Required from September:
Roman Catholic TEACHER (Scale 1) for GENERAL SUBJECTS which must include Religious Education and English. Successful candidate will be expected to join a team of staff teaching integrated Humanities subjects in the 1st and 2nd year, and also to help with remedial work.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School at 88 Wrentham Avenue, Kensal Rise, NW10 within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

DERBYSHIRE
CHESTERFIELD SCHOOL
Brookside, Chesterfield, S40 3NS
Number on roll 735 (1?0 in Sixth Form)

For January, GRADUATE to teach ECONOMICS and GEOGRAPHY throughout the School.

Letter of application, with curriculum vitae and names of two referees, to the Headteacher at the School, S.A.E.

ESSEX
WEST HATCH HIGH SCHOOL
(Roll 1,400)
High Road, Chigwell
Tel.: 01-500 8216

PART-TIME TEACHER

Required for September, 1978, able to offer one or more of: ENGLISH, RELIGIOUS STUDIES, TYPING, SHORTHAND.

Apply by letter to the Headmaster, giving full details of qualifications and experience.

LONDON
SCOTT LIDGETT SCHOOL
Drummond Road, London
SE16 4BE
Telephone: 01-237 9001
1,110 boys comprehensive.
Headmaster

School started in purpose-built premises in 1960. Sixth Form started September, 1974.

Wanted for September REMEDIAL MATHS or ENGLISH, MATHS, 0.5 or 0.4. This work will include some withdrawal and some work in the classroom as an additional teacher.

There can be some flexibility to suit the needs of applicants if engaged in research or other work.

Assisted travel where applicable.

LONDON
ST. MARY'S and ST. PAUL'S SCHOOLS
32 Lower Road, Rotherhithe
London, S.E.16

A TEACHER needed in September to teach P.E. with Juniors. This is a Social Priority School with assisted travel.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Southey Road, Wimbledon,
SW19 1BU
Headmaster:
Mr. C. W. Bound, M.A.
Age range 13 to 18 years

Required for September, TEACHER for 1 term temporary appointment. After the temporary appointment full-time but part-time would be considered.

Help is required with a small amount of technical drawing and some games otherwise subject is not important. London Allowance £402.

Apply by letter to the school as soon as possible. Further details may be obtained by telephoning the school, 01-542 4558 or the Headmaster 01-543 0[illegible]

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL,
Roman Road, London E6 3SQ
Roll: 1,550
Headteacher: Mr. D. R. Williams, M.A.

Required for September, 1978
A general subjects TEACHER capable of some lower school R.E., P.E. and MATHS (Scale 1 post).

Burnham Scales, Plus London Allowance £402.

Application forms may be obtained from the Headteacher (Tel. 01-471 0555) to whom they should be returned as soon as possible.

NEWHAM
(London Borough of)
ST. JOHN'S SCHOOL
Green Street, London E13 9AN
Roll: 750 Coeducational 11-16 years.
Headteacher: Mr. E. J. M. Lawn, A.C.P., F.S.C.

Required for Period 1st September, 1978–31st December, 1978
Scale 1 TEACHERS of—
(1) CRAFT or TECHNICAL DRAWING.
(2) BIOLOGY.
(3) CAREERS.
(4) MATHEMATICS.
(5) PHYSICS.

Courses to G.C.E. "A" and "O" level and C.S.E.

Burnham Scales. Plus London Allowance £402.

Application forms and further information from the Headteacher at the school (tel.: 01-552 3102) to whom they should be returned by 17th August, 1978, or earlier.

OXFORDSHIRE
COUNTY COUNCIL
THE MARLBOROUGH SCHOOL
Shipton Road, Woodstock, Oxford

This is a mixed 11 to 18 comprehensive school with a developing Sixth Form. Classes are of mixed ability throughout the school.

Required for September:
(1) A TEACHER of PHYSICS to "O", "A" and C.S.E. levels or a TEACHER of GENERAL SCIENCE throughout the school. A temporary appointment would be considered.
(2) A part-time TEACHER of FRENCH.

Apply by letter to the Headmaster as soon as possible, giving full details of experience, and enclosing a S.A.E.

SURREY
EDUCATION COMMITTEE
12-18 COMPREHENSIVE

DE BURGH COUNTY SECONDARY
Tadworth

TEACHER OF FRENCH

TEACHER OF GEOGRAPHY

(Temporary appointments for Autumn Term, 1978).
Tel.: Burgh Heath 50715

HORLEY COMPREHENSIVE

Master/Mistress for HOME ECONOMICS with some NEEDLEWORK. Good, modern facilities.

Master/Mistress for MATHS and SCIENCE (preferably Physical Science). To take classes across ability range up to 5th form level. Telephone Horley 5565.

OXTED COUNTY SCHOOL

TEACHER OF FRENCH

TEACHER OF R.E.

Master/Mistress for CHEMISTRY or PHYSICS. Telephone Oxted 3426.

THAMESIDE
METROPOLITAN BOROUGH
ST. DAMIAN'S SECONDARY SCHOOL
Lees Road, Ashton-under-Lyne

Required from September, 1978:—
(1) ASSISTANT TEACHER for PHYSICS/CHEMISTRY.
(2) ASSISTANT TEACHER for TECHNICAL DRAWING (one year only).

Apply as soon as possible to the Headmaster on 061-330 6974. Reference: JT: 1077/TES.

Appointments in Scotland

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the undernoted vacancies in secondary schools:

PROMOTED POST

STRANRAER ACADEMY
PRINCIPAL TEACHER OF HOME ECONOMICS
Modern six-year comprehensive school. Roll 1,600 (approx.)
Rector, Mr. J. Allan
Telephone: 0776 3661
Responsibility element of salary £1,720 per annum.

UNPROMOTED POSTS

DOUGLAS EWART HIGH SCHOOL
Newton Stewart
TEACHER OF MATHEMATICS
Modern six-year comprehensive school. Roll 1,018 (approx.)
Rector, Mr. J. D. McLay
Telephone: 0671 2083

STRANRAER ACADEMY
TEACHER OF BUSINESS STUDIES
TEACHER OF ENGLISH
TEACHER OF TECHNICAL EDUCATION
TEACHER OF MUSIC
(involves primary work)
Modern six-year comprehensive school. Roll 1,600 (approx.)
Rector, Mr. J. Allan
Telephone: 0776 3661.

Further details and application forms may be obtained from the Area Education Officer, Area Education Offices, Market Street, Stranraer, to whom completed forms should be returned within 14 days of the appearance of this advertisement in the national press.

J. K. Purves, Director of Education, Education Offices, 30 Edinburgh Road, Dumfries.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

ADVISER IN SPECIAL/REMEDIAL EDUCATION

Applications are invited for the above senior post from qualified TEACHERS with experience preferably in more than one area of the special education field. An additional qualification in dealing with children with special learning difficulties is essential. Responsibility element, £2,376.

An essential car users allowance is payable for this post.

Application forms and further particulars may be obtained from the undersigned, to whom they should be returned within 14 days of the appearance of this advertisement.

J. K. Purves, Director of Education, Education Office, 30 Edinburgh Road, Dumfries.

Sixth Form and Tertiary Colleges

Other Posts on Scale 2 and above

RICHMOND upon Thames

Temporary LECTURER Grade I in PHYSICAL EDUCATION.—See advertisement under "Further Education" Richmond Upon Thames College.

Scale 1 Posts

CLWYD
COUNTY COUNCIL
YALE SIXTH FORM COLLEGE
Wrexham (61211)
Principal: Lifton Ellis, B.A.

Required for September, 1978

LECTURER in ECONOMICS, Scale 1. Good Honours Graduate to share in the teaching of Economics to "O", "A" and "S" levels.

Further details and application forms may be obtained from the undersigned. Closing date 11th August, 1978.

John Howard Davies, Director of Education, Shire Hall, Mold (Tel.: 2121, Ext. 52[illegible]).

ESSEX
SOUTH EAST ESSEX SIXTH FORM COLLEGE
Runnymede Chase, Kiln Road, Thundersley, Benfleet
Telephone: South Benfleet 56111
(Roll 1100 all-ability students)

TUTOR in ECONOMICS ECONOMICS DEPARTMENT.—Scale 1 or 2 for a suitably qualified applicant. Required for September 1978 or January 1979. Good Honours Graduate in Economics to teach the subject to Scholarship level.

Applications (no forms) giving a curriculum vitae (including telephone number) and quoting two referees should be sent to the Principal, South East Essex Sixth Form College, from whom further particulars may be obtained on receipt of foolscap S.A.E.

CITY OF SALFORD
EDUCATION DEPARTMENT
DE LA SALLE R.C. SIXTH FORM COLLEGE
Weaste Lane, Pendleton
Salford M6 8QS

Required from September 1978 —
TEACHER — RELIGIOUS EDUCATION, Scale 1.

Readvertisement.

Required at this college which was created last September. Forms 3, 4 and 5 have still to be phased out.

Please send S.A.E. for application form from the Principal.

SANDWELL
(Metropolitan Borough of)
WEST PARK COLLEGE
(Open Access Sixth Form College)

Required for September, 1978—PHYSICAL part-time (half timetable).

Temporary appointment for one year. Person required to teach two groups of "A" level pupils.

Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Principal, Holly Lane, Smethwick, Warley, West Midlands.

DEVELOPMENT EDUCATION OFFICER FOR YOUTH in Manchester.—See under Miscellaneous.

Special Education

Headships

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
SPECIAL SCHOOLS
HEADSHIP (GROUP 4(S))
N.E. 686 HAREWOOD HOUSE SCHOOL (Residential)
Harewood, Leeds LS17 9LF
Telephone: 836 269[illegible]

Required for January, 1979, for this school a HEADTEACHER for the school which will be undertaking a new role and catering for maladjusted pupils in the 9-16 age range. The initial intake will be of boys, but it is expected that the school will also provide for girls. [illegible] up to a total boarding accommodation for 34 pupils. There will also be a day element of 8 pupils. The school is situated in pleasant rural surroundings about eight miles north of Leeds on the Leeds/Harrogate road. Residential accommodation at the school is available for the successful applicant [illegible] residential allowance of £[illegible] per annum is payable, plus free board and lodging.

Closing date for applications 18th August, 1978.

Application forms are available from and should be returned to the Director of Education, [illegible] Leeds LS1 3AE.

SPECIAL EDUCATION
continued

Deputy Headships Senior Masters/Mistresses

ESSEX
GOLDEN GROVE SPECIAL HOSPITAL SCHOOL
(Roll 70)
Turner Village Hospital,
Turner Road, Colchester

DEPUTY HEAD

Required for April, 1979, DEPUTY HEAD for this Group 3(S) Hospital School. Experience and special qualifications in the teaching of E.S.N.(S) are essential.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned (foolscap S.A.E., please).

Other Posts on Scale 2 and above

LEEDS
THE SPASTICS SOCIETY
HAWKSWORTH HALL SCHOOL
Guiseley, Leeds

Required as soon as possible a non-resident TEACHER at this school, which is concerned with the assessment and education of severely handicapped children. Ability to offer Music and/or practical interest in electronic equipment would be an advantage. Maximum of six hours extraneous duty. Possibility of Scale 3 post for experienced candidate.

Normal superannuation and Burnham Scale apply.

Enquiries to the Headmaster for further details and application form.

SHROPSHIRE
EDUCATION COMMITTEE
SHIFNAL PARTIALLY HEARING UNIT
Shifnal, St. Andrew's C.E. (Controlled) School

Qualified TEACHER of the DEAF required for fully integrated primary group. Special Schools allowance. Scale 2(S) for suitable applicant.

Application forms (send S.A.E.) from and returnable to the County Education Officer, Shirehall, Abbey Foregate, Shrewsbury.

Scale 1 Posts

BARKING
(London Borough of)
FAIRCROSS (P.H.) SCHOOL
(Roll 80)
Hoselyn Road, Barking, Essex

Required for September, 1978, or as soon as possible thereafter.

A qualified PRIMARY TEACHER for this Special School. Candidates should have the ability to take BOYS' GAMES. Scale 1. Special Schools Allowance.

Informal visits welcomed (01-594 5916)

London Addition £402 per annum. Reimbursement of removal expenses in approved cases.

Application forms available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 10th August, 1978.

BERKSHIRE
EVELYN FOX E.S.N. (S) SCHOOL
Tuns Lane, Slough
N.O.R. 90

Required for September, 1978, suitably qualified TEACHER to work with a group of profoundly handicapped children in a Special Care Unit.

Application forms and further details from the Head Teacher.

EALING
(London Borough)
EDUCATION SERVICE
RED HOUSE SCHOOL
Brighton Road, Tadworth, Surrey

Exceedingly well equipped and pleasantly situated boarding school catering for fifty boys. An opportunity to work with a well integrated team of teachers and Child Care Staff. The school has a Consultant Psychiatrist and there are very close links with Child Guidance Clinics.

Required for September, or January:—

(1) Qualified experienced TEACHER for ART and MATHS. Specialist split level Art Room. Scale 1 Post.

(3) Temporary post (one year) Qualified TEACHER for WOODWORK/METALWORK. Specialist workshop available.

Special School Allowance. Extraneous duties payment and fringe area allowance payable in respect of both posts.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application form and further particulars available from the Headmaster at the school (S.A.E.) to be returned as soon as possible. Candidates wishing to visit the school may do so by arrangement. Telephone Burgh Heath 53888.

ENFIELD
(London Borough of)
[illegible] SCHOOL
(MALADJUSTED)
[illegible] Drive, Enfield EN3 6NY

Required for October, a HANDICRAFTS TEACHER on Scale 1 to work in a school which deals with children with emotional problems. Flexibility of approach and an ability to work with others in dealing with the individual problems of the children are important factors in the work involved. Many of the children have technical interests and a good potential.

London allowance of £267 per annum and Special Schools Allowance payable.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed envelope) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned to the Head Teacher at the school as soon as possible.

ESSEX
LANDSDOWN E.S.N. (S)
(Roll 80)
256 Southchurch Road,
Southend-on-Sea
(from 4th Sept. Prittlewell Chase, Southend-on-Sea)
Tel.: Southend 42543

Two experienced TEACHERS required for September to take charge of [illegible]

Application forms and further details from the [illegible]

GLOUCESTERSHIRE

We are a therapeutic community for 52 emotionally disturbed boys and girls from seven to 14, where the adults live with the children in a very real sense. We are looking for a suitably qualified, residential member of the team who, whilst sharing very fully in the whole life and work of the community, will have specific responsibility for one of our class groups. Experience of learning stages in the infant/lower junior age group important.

Appropriate salary scales.

Homer Lane Trust, New Barns School, Church Lane, Toddington, Glos. GL54 5DH.

HAMPSHIRE
PORTSMOUTH

TEACHER OF ENGLISH to IMMIGRANT CHILDREN

Required on a part-time (at least 5/10) basis at the English Language Centre, Portsmouth. Experience with first school children (5-8) and training for teaching English as a foreign language are highly desirable. A suitable candidate could be appointed on Scale 2.

S.A.E. for form and details to Area Education Officer, Civic Offices, Guildhall Square, Portsmouth, PO1 2BJ.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
WELD E.S.N.(M.) SCHOOL
Cedar Avenue, Gravesend
Headmaster: A. J. D. Brown
Deputy Head: Ann Hanson

Well-experienced TEACHER required for January, 1979. Scale 2 post available for suitable candidate, who must be skilled in teaching BASIC SUBJECTS and energetic in stimulating E.S.N. pupils aged 11 to 13 to give of their best. Co-operation in an efficient team dedicated to the development of employable citizens is essential and the candidate would be expected to follow the central core of the school curriculum contributing individual talents to other aspects of the work. Ability to play piano well but not expertly an advantage.

Apply by letter, naming two referees and full curriculum vitae, to the Headmaster.

KENT

Qualified PRIMARY TEACHER with teaching experience required for September for Port Regis R.C. Special School, Burnham Scale with Special School Allowance.

Apply with references to the Headmistress, Port Regis Special School, Kingsgate, Broadstairs, Kent. Telephone: Thanet 62561.

LINCOLNSHIRE
HORNCASTLE ST. LAWRENCE SCHOOL (ESN (M))
Bowl Alley Lane,
Horncastle LN9 5EJ
(Group 6S; number on roll 130)

Qualified TEACHER required to undertake extraneous duties only for the Boarding Wing. 15 hours per week spread over four evenings, Monday to Thursday, mainly between 5.00 p.m. and 8.40 p.m. Present rate £[illegible] per annum. There are 48 ESN (M) children of both sexes aged 8 to 16 years.

Applications to Headmaster.

NEWHAM
(London Borough of)
BECKTON SCHOOL
Tollgate Road, London E16 3LQ
Roll, 90
Head Teacher, Miss P. A. Collier

Required for September, 1978:—
CLASS TEACHER, preferably with some experience in teaching E.S.N. (S) children skills in living. This position, which is temporary until at least Christmas, will be in the Special Unit for dual-handicapped children and the upper half of the school (Scale 1S).

Burnham Scales plus London Allowance £402 plus Special Schools Allowance.

Further details and application forms from the Head Teacher (tel.: 01-474 6320).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

BERRIDALE MALADJUSTED UNIT
Berridale Road, Aspley,
Nottingham NG8 3FD
Acting Headmistress: Mrs. D. R. Olde

Boys: 8 possibly increasing to 12

For January, 1979, or earlier if possible TEACHER (Scale 1) plus special schools allowance: interest in junior games an advantage.

Applications (no forms) to the Acting Headmistress, with names of two referees, as soon as possible.

SHROPSHIRE
THE PICKSTOCK SCHOOL
Cruckton Hall, Cruckton,
Shrewsbury, Salop
Telephone: Hanwood 206

Required as soon as possible: a GENERAL SUBJECTS TEACHER, specialising in RURAL/GENERAL SCIENCE at this independent school for maladjusted and emotionally disturbed boys (aged 10 to 16 years).

A residential post, Scale 1 plus S.S.A., the successful applicant will play an active part in caring and leisure activities.

Further details and application forms from Mr. D. J. Gooding, Head of Education.

Independent Schools

Headships

GLOUCESTERSHIRE
THE RICHARD PATE SCHOOL
Cheltenham
(Administered by the Governors of Pate's Grammar School Foundation)

APPOINTMENT OF HEAD

Due to the retirement of the present Headmistress through ill health, applications are invited from suitably qualified and experienced persons for the appointment of HEAD of this independent Co-educational Junior and Preparatory Day School.

Approximately 300 pupils (age range three and a half to 13 years) attend the school which offers a broad traditional education.

Applications giving full details of qualifications, experience and career together with the names and addresses of two referees, should be sent to: The Clerk to the Governors, Pate's Grammar School Foundation, The Bursary, 3 Oriel Terrace, Oriel Road, Cheltenham, Glos. GL50 1XR, from whom further particulars can be obtained, if required.

Closing date for applications is 15th September 1978.

WEST SUSSEX
BOARDING SCHOOL HEAD

Mature qualified TEACHER commencing in 1979 to administer independent boarding/day, girls school. Charitable Trust. 140 pupils aged three to "O" level.

Particulars: Headmistress, [illegible] School, Washington, West Sussex RH20 3PT.

Deputy Headships Senior Masters/Mistresses

KENYA
GREENACRES SCHOOL
Limuru

Applications are invited for the post of DEPUTY HEADMISTRESS with special responsibility for the Junior school.

The school caters for girls between the ages of five years to 16 years, the majority of whom are boarders. Duties therefore include some supervision of girls outside school hours. Applicants should be graduates in possession of a teaching certificate and should already have experience in teaching in an infant, junior or preparatory school. Experience of teaching infants is an advantage. As the school is largely a boarding school, applicants should be willing to assist with extra-mural activities and to take an active interest in the pastoral care of the children.

The appointment will take effect from January 1, 1979, with a two-year contract (renewable). Salary in the region of £4,000 Kenyan is offered together with free accommodation or housing allowance in lieu, free medical treatment. Passages at the commencement and termination of contract are also offered.

Interested applicants should apply, with a full curriculum vitae and the names of two referees, to the Headmistress, Greenacres School, P.O. Box 4[illegible], Nairobi.

Closing date for applications 19th August, 1978.

SUSSEX

Small O-level tutorial establishment (32 boys) requires young, versatile and energetic Resident Senior MASTER in September to assist Principal. Duties combine HOUSEMASTER responsibilities with GAMES COACH and some O-level teaching.

A young man with all round ability, residential experience and the enthusiasm to be totally involved with this age group would be preferred.

Free accommodation and living provided.

Further details from The Principal, The Mill, Clymping Street, Clymping, near Littlehampton, Sussex BN17 5RN.

SUSSEX

MASTER to be responsible for the organization and teaching of ENGLISH throughout this small (120 boys) boarding school required for September. An enthusiastic approach to the whole boarding school commitment is looked for and public school background an advantage. Bachelor accommodation available.

Apply with full curriculum vitae or telephone for further particulars to the Headmaster, Slindon College, Slindon, near Arundel, Sussex. Telephone: Slindon 320.

By Subject Classification

Art and Design

SURREY
COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley

Required in September in this independent day school for girls qualified, experienced ART TEACHER part-time to teach Art in Senior School up to O and A level. Burnham Scale. Government Superannuation scheme.

Apply in writing to the Headmistress.

REQUIRED FOR MICHAELMAS Term. Temporary Potter/Tutor to teach, practise own work, assist running department. S.A.E. or apply Head of Art, Sedbergh School, Sedbergh, Cumbria.

Economics

LONDON
DAVIES'S
66 Southampton Row, WC1B 4BY

Required for September, a GRADUATE for the full-time permanent post of TUTOR in ECONOMICS to "A" level, preferably with Business Studies or Accounts, or Politics.

Davies's is an independent college of Further Education.

Please write immediately to the Principal, enclosing full details, the names, status and addresses of two referees and a telephone number.

English

HEREFORDSHIRE
LUCTON SCHOOL
Leominster

Required, for September, 1978, owing to increase in numbers, a TEACHER of ENGLISH with particular concern for the 11 to 16 age group. This is a resident post with the possibility of house duties. An interest in games, C.C.F., etc., would be an advantage. Basic Mathematics could be a useful second subject. Burnham Scale, Government Superannuation.

Apply to The Headmaster, Lucton School, Leominster, Herefordshire HR6 9PL.

Telephone: Yarpole 212 (STD 056 885).

LONDON, S.E.3
CHRIST'S COLLEGE
Blackheath, S.E.3
(210 boys)

Experienced TEACHER required for September to teach ENGLISH LANGUAGE and LITERATURE in Middle School. Highly disciplined environment. Salary negotiable.

Apply with two referees to the Principal. Telephone: 01-858 0692.

LONDON
DAVIES'S
66 Southampton Row, WC1B 4BY

Required for September, a TUTOR to give private lessons in ENGLISH LANGUAGE and LITERATURE up to "O" level on not more than five mornings per week.

An interest in Dyslexia desirable.

Please write immediately to the Principal.

LONDON, N.W.3.

ENGLISH TEACHER, Graduate M/F (some History) for September, in school where effective freedom is combined with examination work structured on disciplined concentration, "O"/"A" level.

Apply: E. Paul, Town and Country School, 38, Eton Avenue, London, N.W.3.

LONDON, N.W.3

Qualified TEACHER of ENGLISH to foreign students required for September. Good honours degree and experience of teaching for the Cambridge Proficiency Examination essential.

Please apply to the Director of Training, St. Godric's College, 2 Arkwright Road, Hampstead, London, NW3 6AD. Tel.: 01-435 9831.

History

KENT
FOXBUSH SCHOOL
Hildenborough, near Tonbridge

TEACHER required for September for HISTORY and FRENCH "O" level and C.S.E. courses.

Preference given to applicants able to help with coaching boys' games.

Apply with curriculum vitae and names of two referees to the Headmaster.

Mathematics

PERTHSHIRE
RANNOCH SCHOOL
(270 boys)

For September, 1978, TEACHER of MATHEMATICS required up to G.C.E. "A" level or S.C.E. "H" level. Temporary or permanent appointment. Bachelor accommodation available. Scottish Salary Scale/Superannuation.

Apply with curriculum vitae and names of two referees to the Headmaster, Rannoch School, Rannoch, Perthshire. Tel.: Kinloch Rannoch 3[illegible]

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey

Recognized by the Department of Education and Science. Co-ed. school run on Gordonstoun lines. Suddenly required for September, 1978, qualified S.M.P. MATHEMATICIAN to teach to G.C.E. and "O" levels. Resident or non-resident. Married accommodation available. Burnham Scale according to qualifications and experience. State Superannuation.

Apply Headmaster, stating activity interests with names of two referees.

Modern Languages

CROYDON

FRENCH TEACHER required for September in Independent Boys' School, 200-plus, to G.C.E. Burnham Scale. Evangelical welcomed. Broad Green College, Croydon. 01-688 3065.

DEVON
[illegible] COLLEGE
[illegible]

Required September, 1978, for two terms only (maternity leave vacancy) an ASSISTANT in the MODERN LANGUAGES DEPARTMENT to teach mainly German at "O" and "A" levels, with some French.

Applications by letter to the Headmaster as soon as possible.

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley
Preston near Hitchin

Requires in September a part-time MIDDLE SCHOOL TEACHER of FRENCH or FRENCH with SPANISH.

Apply to Headmaster.

KENT
FOXBUSH SCHOOL
Hildenborough, near Tonbridge

TEACHER required for September for FRENCH and HISTORY at "O" level and C.S.E. courses.

Preference given to applicants able to help with coaching boys' games.

Apply with curriculum vitae and names of two referees to the Headmaster.

LANCASHIRE
MOORLAND SCHOOL

Recognized independent co-educational day/boarding school of 250 pupils has a vacancy in September for a TEACHER of FRENCH and SPANISH to "O" level standard.

This is a Scale 1 non-resident post. Good references essential.

Apply in writing to: The Principal, Moorland School, Clitheroe, Lancashire.

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury
Oxon OX15 5QL

Required for September, a TEACHER of FRENCH who could also help with girls' games.

Details and application forms from the Headmaster.

SOMERSET
ST. AUDRIES SCHOOL
West Quantoxhead
near Taunton TA4 4DU

Applications are invited from GRADUATES seeking full or part-time employment to join the Modern Languages Department in September (or January). The ability to offer both German and French to "A" level will be an advantage. State other interests. (Applications for a temporary appointment will be considered.)

Write at once to the Headmaster, giving full details of qualifications and experience and the names, addresses and telephone numbers of two referees.

WANTED for September, 1978, Boys' Independent Grammar School North West Middlesex, requires TEACHER of FRENCH to "O" Level ability to help with games an advantage.—Box TES 3434, The Times, WC1X 8EZ.

Music

HAMPSHIRE

Required for September, part-time, fully qualified PIANO TEACHER in this Girls' Independent Day School.

Please apply in writing to the Headmistress, Wykeham House School, 69 High Street, Fareham, Hampshire, with full curriculum vitae and names of two referees.

OXFORDSHIRE
ABINGDON SCHOOL
(Direct Grant/Independent H.M.C., 700 boys, 11 to 18 boarding and day)

Wanted for September: two qualified MUSIC TEACHERS to fill posts made vacant by the resignations of Director and Assistant Director of Music. These appointments may be temporary until January, 1979. It is hoped that one of the posts will be filled by a senior and experienced teacher, capable of taking a prominent part in the preparation and presentation of a major concert programme, with extensive choral commitments, during the Autumn Term. One post will entail "A" level teaching, and both will require proficiency in class work.

Applications (with names, addresses and telephone numbers of two referees) should be sent to the Headmaster, from whom further details may be obtained.

PETERBOROUGH
OUNDLE SCHOOL

Part-time specialist CLARINET TEACHER required for September.

Apply: Director of Music, The Music School, Oundle, Peterborough, PE8 4EJ. (Tel.: Oundle 2[illegible] or 2750).

Pastoral

KENT
ST. STEPHEN'S COLLEGE
Broadstairs

HOUSEMISTRESS required for September, 1978, to care for approximately 25 girls aged 11 to 16; S.R.N. desirable but nursing qualification not essential.

Salary not less than £2,000 per annum plus full board and residence during school terms. The post could be combined with part-time PHYSICAL EDUCATION post with appropriate additional remuneration. Special terms for education of school age daughter. New post owing to expansion.

Applications to Headmistress by July 31, 1978.

SALISBURY

Required in September for one of four boarding houses of 60 girls aged 11-18, HOUSEMISTRESS (teaching or non-teaching) and ASSISTANT HOUSEMISTRESS/MATRON to share full responsibility for the girls in out of school hours.

Please apply in writing with names of two referees to the Headmistress, Godolphin School, Salisbury.

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, [illegible]
BA10 0NT
(Four Boarding Houses)

Turnover of young ASSISTANT HOUSEMISTRESSES [illegible] results in resident posts for boarding houses for September, 1978. Suitable for graduates or mature applicants.

Possibility of some Secondary teaching or [illegible].

Enquiries and applications to the Headmistress.

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern
(Independent Boarding School for 275 girls)

Required urgently for September, resident ASSISTANT HOUSEMISTRESS for Sixth Form house. Unemployed teachers considered on temporary one year basis, or most suitable for lady with children of secondary school age, for whom special terms are available. Could be combined with secretarial or laboratory assistant work or help for school librarian.

Applications with names of two referees to Headmistress as soon as possible.

Physical Education

SUSSEX

Young and enthusiastic TEACHER required for September for small Independent School for boys (secondary age) mainly to teach ENGLISH and PHYSICAL EDUCATION. An enthusiastic approach to the whole boarding school commitment is looked for and Public School background would be an advantage. Bachelor accommodation available.

Please apply with full curriculum vitae or telephone for further particulars to the Headmaster, Slindon College, Slindon, near Arundel, Sussex. Telephone Slindon 320.

Instructor

Clapham Road Social Rehabilitation Centre

Grade TIC/2 - £3,423-£4,086 inclusive

This purpose-built centre provides individually planned programmes for up to 75 physically handicapped, blind and deaf people. We aim to provide an environment in which the disabled person can maximise his potential. Activities include training in daily living skills, woodwork, light industrial work, craft and needlework, education, sport and group activities.

We want to appoint an additional instructor to our team. He/she will have a good basic knowledge of woodwork. Responsibilities will include woodwork, some recreational activities; also planning and carrying through a meaningful programme for a group of clients. We would consider somebody who has had previous experience (even in a voluntary capacity) or possibly someone with a relevant degree, but primarily we are looking for a person with a patient, caring and realistic approach to the problems of disabled people.

Priority will be given to applicants who would be prepared to undertake the Certificate in Social Services two-year training course after a suitable period of employment with Lambeth.

For more information and to arrange an informal visit to the centre please contact the Manager, Ms. Penelope Foxton, 582 8884.

Application forms obtainable from the Recruitment Section, Directorate of Social Services, London Borough of Lambeth, 234-244 Stockwell Road, London SW9 9SR, or Tel: 01-274 7722, ext. 552. Closing date August 10, 1978. Quote Ref. No. S.170/TES and job title when applying.

LAMBETH

GLOUCESTERSHIRE

HEAD OF STUDIES

required for International college to run the academic department. Candidates should be former headmasters or persons with equivalent experience in educational management. Applications to be sent to:— The Secretary, Toddington Manor College, Nr. Cheltenham, Glos. Write Box TES 3428, The Times WC1X 8EZ.

Belfast Education & Library Board
COLLEGE OF TECHNOLOGY, BELFAST

Applications are now invited for the following post :—

Senior Lecturer
in Charge of School of Chiropody

The successful candidate will be responsible to the Head of the Department of Applied Science for the organisation and administration of a new School of Chiropody which is to become operational in the College of Technology in September, 1979. The appointment will date from as soon after the 1st September, 1978, as can be arranged in order that the person appointed will be available to advise and assist in the setting up of the School.

Applicants should possess both Chiropodial (State Registration) and teaching qualifications. Recent experience of working in a School of Chiropody is essential.

Salary: £6,051 rising in four years to £7,065.

Further particulars and application forms, which must be returned not later than Monday, 28th August, 1978, may be obtained from the Principal, College of Technology, College Square East, Belfast BT1 6DJ. Telephone 27244.

Staffordshire Education Committee

STAFFORD COLLEGE OF FURTHER EDUCATION

Lecturer I
in Technical Illustration

Candidates should possess recognised qualifications in the subject, have experience of work in the field and have a modern approach to problems in the visual communication of technical information. Teaching qualifications or experience and knowledge of photography will be an advantage.

£3,192-£5,334 including supplements.

Further details and application forms are obtainable from the Principal, Stafford College of Further Education, Earl Street, Stafford, ST16 2QR, to be returned by 18th August, 1978.

City of Manchester Education Committee

OPENSHAW TECHNICAL COLLEGE
Whitworth Street, Openshaw, Manchester M11 2WH
(Tel. 061-223 8282)

Department of Mechanical Engineering
FE/89—Lecturer Grade I to teach general engineering subjects to OND Engineering (Technology) and TEC programmes.
Applicants must possess a HNC or equivalent qualification and have relevant industrial experience.

Department of Mechanical Engineering Construction
FE/90—Lecturer Grade I in Welding to teach all aspects of theory and practice in Welding Craft Courses at all levels.
An appropriate technical qualification is required and adequate industrial experience is essential. The ability to offer Gas Shielded Welding processes will be an advantage.
FE/91—Lecturer Grade I in Pipe Welding to teach all aspects of theory and practice in courses C.G.L.I. 599 and related training programmes.
An appropriate technical qualification is required and adequate industrial experience in pipe welding for the Heating and Ventilating industry is essential.
Application forms, returnable within 14 days from the date of this advertisement and further details are available from the Senior Administrative Officer at this College.

Cyngor Sir DYFED County Council EDUCATION COMMITTEE

AMMANFORD TECHNICAL COLLEGE
Dyffryn Road, Ammanford, Dyfed SA18 3TA
Tel. Ammanford 2713
Principal: D. A. Morris

Department of Engineering and Mining
W. J. Phillips, Director of Education, Education Department, Headquarters, Pibwrlwyd, Carmarthen.

Applications are invited for the post of LECTURER GRADE 1 (full-time—temporary) to teach Machine Shop Theory and Practice to full time Engineering Industry Training Board Apprentices. Ability to teach Welding an advantage.
City and Guilds Full Technological Certificate or equivalent and appropriate industrial or teaching experience desirable.
Duties to commence on 1st September, 1978, or as soon as possible. Salary range £3,192-£5,334 point of entry on scale according to qualifications and experience. The post in the first instance will be for the academic session 1978/79.
Application by letter to the College Principal within 7 days of the appearance of this advertisement. Canvassing either directly or indirectly will disqualify.

INDEPENDENT
Science
continued

Science

BATH
S.A.F.E.
GROSVENOR HIGH SCHOOL
(Independent Co-educational Day: 320 on roll)
Required September 1978: Full-time CHEMISTRY TEACHER to "O" level. Ability to teach some Physics an advantage.
Apply with curriculum vitae to: The Headmaster, Grosvenor High School, Grosvenor Place, London Road, Bath BA1 6AX. Telephone (0225) 314468.

CLWYD
HOWELL'S SCHOOL
Denbigh
Required for January, 1979, or earlier, a keen, enthusiastic, energetic TEACHER of CHEMISTRY to Ordinary level. Applicants must be competent to deal with considerable amounts of practical work. Excellent laboratories and equipment.
Apply to the Headmistress, giving names and addresses of two referees.

CROYDON
Good honours GRADUATE required September, to teach "A" and "O" level PHYSICS.
Cambridge Tutors Educational Trust Ltd., Water Tower Hill, Croydon CR0 5SX. 01-688 5284.

DORSET
PORTA VIA HOUSE COLLEGIATE
Porchester Road, Bournemouth BH8 8JZ
Required, qualified full/PHYSICAL TRAINING BIOLOGY/CHEMISTRY TEACHER to all levels. Salary according to experience. Single accommodation available. Small classes. Congenial but studious atmosphere.
Applications, with curriculum vitae, to be made immediately to the Principal, stating when available for interview.

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset
Required in January, 1979, GRADUATE to teach PHYSICS and CHEMISTRY to "O" level and Physics or Chemistry to "A" and "S" levels.
Apply in writing to the Headmistress, giving details of qualifications and experience, with the names, addresses and telephone numbers of two referees.

EALING, W.5
Required September, GRADUATE for "O" level PHYSICS with Traditional Mathematics/General Science, independent girls' school. Burnham Scale. London allowance. Full or part-time.
Apply: Reverend Mother, St. Augustine's Priory, Ealing, W.5. Tel.: 997 2022.

ESSEX
Qualified TEACHER required for September in well established co-educational day school of 160 pupils to take PHYSICS and BIOLOGY to "O" level.
Candidates would be required to make a positive contribution to the academic and pastoral life of the [illegible]
Scale 1 [illegible] Burnham Salary and London Weighting Allowance.
Applications to: Headmaster, Raphael School, 35 Junction Road, Romford, Essex.

GLAMORGAN
INDEPENDENT GRAMMAR SCHOOLS' GROUP
BALFOUR HOUSE SCHOOL
St. Athan
Required for September. Qualified TEACHER for GENERAL SCIENCE to Junior Secondary level and CHEMISTRY to "O" level.
For application forms telephone 01-589 4307 (Ansafone service).

KENT
URSULINE CONVENT
Westgate-on-Sea, Kent CT8 8LX
Recognized Independent Boarding and Day School (300 pupils)
Required for September, 1978:—
GRADUATE to teach PHYSICS to "O" and "A" level.
GRADUATE to teach CHEMISTRY to "O" and "A" level.
Salary Burnham Scale in accordance with qualifications and experience.
Apply in writing, with curriculum vitae and names of two referees, to the Headmistress.

LONDON, S.E.3
CHRIST'S COLLEGE
Blackheath, S.E.3
(240 boys)
GRADUATE required for September to teach "O" and "A" level CHEMISTRY in Senior school. Highly disciplined environment. Salary negotiable.
Apply with two referees to the Principal. Tel. 01-858 0692.

LONDON, S.W.16
PART-TIME TEACHER for "O" level PHYSICS. Mainly overseas students.
English Study Centre, Streatham SW16 6QH. 677 3180.

MIDDLESEX
HOUNSLOW COLLEGE
GRADUATE required immediately to teach BIOLOGY to "O" level, with some Junior MATHEMATICS. Prospect of "A" level work later.
Apply, giving full details and names of two referees, to the Headmaster, Hounslow College, Lampton Road, Hounslow, Middx.

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C. 590 pupils aged 11-19, of whom 275 are boarders, and some Sixth Form girls)
Required for September owing to Sixth Form expansion. A GRADUATE for a one-year appointment to teach PHYSICS and GENERAL SCIENCE with some MATHEMATICS. Nuffield Physics is taught to "O" level and M.E.I. Mathematics is being introduced throughout the school. Possibility of Sixth Form work for a suitably qualified candidate. Participation welcomed in the various activities/games ed essential to a boarding school. Burnham plus. Accommodation possible.
Applications to the Headmaster with names of two referees.

SOMERSET
WELLINGTON SCHOOL
(H.M.C. B. D.G. 700 pupils)
Required for September, 1978, GRADUATE ASSISTANT to teach BIOLOGY to all levels. Burnham Scale 1 Post, suitable for first appointment.
Please apply by sending the usual particulars to the Headmaster.

REQUIRED for September full-time PHYSICS TEACHER. Small group tuition to "A" level. New graduate considered if genuinely interested in teaching. Apply the Principal, Bedford Tutorial College, [illegible]

Social Studies

ABERDEEN
SOCIAL STUDIES
THE AMERICAN SCHOOL OF ABERDEEN

Required for September, 1978, a SOCIAL STUDIES TEACHER, preferably one who has had experience in teaching American History and American Government.

Please apply in writing, with details of qualifications and experience, to Mr. Robert Bishop, Headmaster, American School of Aberdeen, Craigton Road, Cults, Aberdeen.

Technical Studies

WANTED for September, 1978, Independent Grammar School, North West Middlesex, requires TEACHER of TECHNICAL DRAWING to "O" Level, with some mathematics. Ability to help with games an advantage. Box No. TES 3433 The Times WC1X 8EZ.

Other than by Subject Classification

DORSET
NEWTON MANOR SCHOOL
Swanage BH19 2PG
(100 girls, ages nine to 16-plus)
Required for September, 1978:
(1) GRADUATE to teach ENGLISH to "O" level with a subsidiary subject, preferably Mathematics or Latin.
(2) PHYSICAL EDUCATION SPECIALIST. Tennis, Lacrosse, etc.
Both posts resident.
Burnham Scale 1.
Apply with curriculum vitae and names of two referees to Headmistress.

DYFED
LLANDOVERY COLLEGE
(H.M.C., 250 Boarders)
Required for September, 1978, or January, 1979, ASSISTANT FRENCH TEACHER with Junior HISTORY. Possibility of some "A" level teaching. Expected to play full part in Boarding School life and ability to coach games would be helpful. Salary Burnham plus.
Apply, naming two referees, to the Warden (Dr. R. Brinley Jones), The College, Llandovery, Dyfed.

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
Junior School, Independent. 170 girls and boys
NURSERY and INFANT trained TEACHER required for September, 1978, for one year, mornings only. Possibility of part-time work in the Junior Boarding House, with accommodation.
Apply to the Headmistress as soon as possible.

LONDON, N.16
Permanent part-time MALE TEACHERS required for FRENCH, MATHEMATICS, BRITISH CONSTITUTION and ENGLISH to G.C.E. "O" level. Small classes of boys. Hours: 2-5 Monday through Thursday, 1.30-3.30 Fridays. Degree or experience required.
Please phone Headmaster for further details and interview appointment. 01-800 8612.

LONDON N.16
Experienced TEACHERS required for Infants and Junior Girls' Department in school in Stamford Hill. Telephone: 01-800 8612.

LONDON, S.E.12
RIVERSTON SCHOOL
Eltham Road, Lee, S.E.12
Telephone: 01-852 1461
(600 boys and girls)
Required for September, 1978:
(1) Experienced TEACHER for PHYSICS/CHEMISTRY COURSE
(2) Experienced TEACHER for MATHEMATICS
Apply to the Principal (F.D.K. Lewis), giving qualifications, supporting documents and references.

NORFOLK
Required September, TEACHER of LATIN to "A" and Oxbridge level, Assistant Housemaster. Free board and lodging. Games and/or Divinity teaching an asset. New graduate acceptable. Temporary or permanent.
Apply Headmaster, Gresham's School, Holt.

NORTH WEST MIDDLESEX
Independent Grammar School
Wanted—September, 1978:
(1) Young person to teach ENGINEERING DRAWING to "O" level and assist with middle school maths.
(2) Young person to teach FRENCH to "O" level.
Ability to assist with games an asset to both the above.
(3) Young person to help with KINDERGARTEN work and assist with junior school maths.
Applications and two references, to Box TES 3541, The Times WC1X 8EZ.

F.I.S.—Vacancies in good independent schools. Details foolscap s.a.e. to Staff Dept., 18a, Campden Hill Gardens, London, W.8.

I.A.P.S. mixed Day/Boarding School in South-east England requires Teacher for General Subjects in September. Ability to help with boys' games essential. Burnham Scale applies. Please write, with curriculum vitae, to Box TES 3426, The Times, WC1X 8EZ.

REQUIRED September for small co-educational boarding school, resident qualified teacher for games and general subjects to "O" level. Must be able to combine Housemaster's duties. Telephone: 049-485 234.

Preparatory Schools

By Subject Classification

Mathematics

WORCESTERSHIRE
ST. MICHAEL'S COLLEGE
Tenbury, Worcs
(I.A.P.S. Choir School)

Requires in January, a TEACHER to teach MATHEMATICS [illegible] and who would also sing TENOR in the college choir.
Accommodation available.
Government superannuation.
Inquiries and applications to the Warden.

YORK
HOWSHAM HALL
A full-time MATHEMATICS TEACHER is required in this small boys' Preparatory School in September-January. The post is non-residential and the successful applicant will be responsible for all the boys up to Common Entrance and Scholarship level.
Apply to the Headmaster.

Physical Education

GLOUCESTER
WYCLIFFE COLLEGE JUNIOR SCHOOL
Stonehouse, Glos. GL10 2LD
(200 boys: I.A.P.S.)
September. PHYSICAL EDUCATION with ENGLISH. Good Rugby and cricket and help with boarding essential. Excellent games facilities in beautiful Cotswold location. Low cost spacious single accommodation.
Apply Headmaster.

SOMERSET
TEACHER required in September for one term only to take PHYSICAL EDUCATION throughout the school and assist with Rugger. Some Junior FRENCH desirable.
Salary above Burnham. Accommodation available in return for Boarding Duties.
Apply with names of two referees to the Headmaster, Taunton Junior School, Staplegrove Road, Taunton, Somerset.

Science

FIFE
CRAIGFLOWER
Torryburn, near Dunfermline
I.A.P.S. Boarding and Day, Boys and Girls
Telephone: Newmills 221
Required in September, 1978, an experienced and qualified TEACHER to take SCIENCE through the school to C.E. and P.S.S. level. Keen games coach preferred, with experience in Rugby and Cricket if possible. Wide variety of activities catered for.
Single accommodation available; Scottish Scales. Government Superannuation.
Apply with curriculum vitae and names of two referees to Headmaster.

SUSSEX
Required for September, resident TEACHER for NUFFIELD SCIENCE throughout the school and some MATHEMATICS. An interest in boys' games an advantage. Burnham Scale and government superannuation. Single accommodation provided.
Apply, with two references, to the Headmaster, Normansal, Seaford, Sussex BN25 2JL.

Other than by Subject Classification

CUMBRIA
LIME HOUSE SCHOOL
Holm Hill, Dalston, near Carlisle
Private Day and Boarding School for boys and girls from 7 years to 18 years.
Required in September, 1978 a qualified TEACHER for seven and eight year olds to teach GENERAL SUBJECTS, including some GAMES.
Accommodation can be provided. Salary by negotiation depending on experience.
Applicants should write to The Headmaster, giving full particulars of qualifications, experience and referees. Candidates should also give particulars of any extra-curricular contributions they could offer.

SOMERSET
TAUNTON JUNIOR SCHOOL
(I.A.P.S.)
Required for January, 1979, a class TEACHER for eight and nine-year-olds.
Salary above Burnham.
Applications in writing with curriculum vitae and names of two referees, to the Headmaster, Taunton Junior School, Staplegrove Road, Taunton, Somerset.

Applications are invited from suitably qualified and experienced persons for the following three posts, which are temporary for session 1978/9 only.

LECTURER I/II in Practical Education and Training (Working with People Course)
Applicants may have formal teaching qualifications with teaching experience of a practical rather than academic type in Human Growth and Development or alternatively formal Social Work or Youth Leader qualifications. In all cases applicants will have to demonstrate that they have a significant amount of practical and relevant experience.

LECTURER I in Practical Education and Training (Production Engineering/Garage Operatives Course)
Applicants may have either of the following formal teaching qualifications with teaching experience of a practical, rather than academic type:
Full Technological Certificate in Automobile Engineering, or
Full Technological Certificate in Production Engineering, or equivalent with experience of standard production machinery.

LECTURER I in Practical Education and Training (Catering Course)
Applicants may have qualifications specific to the catering or food processing industry (City and Guilds) but a wide variety of industrial experience would be useful.

The salary for the above posts will be in accordance with the Burnham Scales of Salaries for Teachers in Establishments of Further Education, as follows:
Lecturer Grade I, £3,192-£5,334
Lecturer Grade II, £4,101-£6,558

Application forms and further particulars are available from: Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY, and completed forms should be returned not later than 11th August, 1978.

Bradford College

Colleges of Further Education

Directors and Principals

EAST SUSSEX
COUNTY COUNCIL
BEXHILL COLLEGE
Turkey Road, Sidley
Bexhill TN39 5HF
Principal: Mr. J. F. G. Williams M.A.

VICE-PRINCIPAL (Group 11)
Required January, 1979:
Vice-Principal (Admin.) with special responsibility for curriculum development, timetabling and day-to-day administration. Vacancy occurs because of promotion of present holder.

Application forms and further details from the Principal at the college.

Other Appointments

BERKSHIRE
(Royal County of)
READING COLLEGE OF TECHNOLOGY
King's Road, Reading RG1 4HJ
Telephone: Reading 583501
DEPARTMENT OF CIVIL, MECHANICAL AND PRODUCTION ENGINEERING
LECTURER I required in the above department to teach MECHANICAL ENGINEERING CRAFT STUDIES and possible TEC level 1 and 2 Engineering Drawing and/or Workshop Processes. An interest in Tool Work would be an advantage. Practical Craft training and an appropriate educational qualification are necessary. The post is tenable from October 1, 1978.
Application forms and further details available from the Registrar of the college.

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL COLLEGE
LECTURER, Grade I or II, in FOUNDRY work required for 1st September, 1978. Applicants must possess a City and Guilds Final Certificate in Foundry Work or an equivalent and must have appropriate industrial experience.
The person appointed will be primarily engaged in practical training with first year trainees.
Salary in accordance with Burnham Technical Scales:
Lecturer, Grade I: £3,192 to £5,334; Lecturer, Grade II: £4,101 to £6,558.
Further details and forms of application from:
The Principal, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ.
To whom completed forms should be returned as soon as possible.

CORNWALL
EDUCATION COMMITTEE
FALMOUTH SCHOOL OF ART
Woodlane, Falmouth, Cornwall
Principal: T. Cross, D.F.A.
PART-TIME LECTURER—HISTORY OF ART, with COMPLEMENTARY STUDIES
Applications are invited for the post commencing in September, 1978. The post is for 10 hours per week at Lecturer Grade I (£8.19 per hour) during term time and initially tenable for one year only with the possibility of renewal for a further year.
Candidates should be able to offer one or more periods of study specialisation outside the History of 20th Century painting and sculpture.
Application forms and further particulars may be obtained from the Principal and completed applications should be returned to him by 14th August, 1978.

COLLEGES OF FURTHER EDUCATION
continued

DERBYSHIRE
SOUTH EAST DERBYSHIRE COLLEGE
Applications are invited for the post of LECTURER, Grade 1, in TROWEL TRADES.
Department: TECHNOLOGY.
Work Base: Heanor.
To teach: Mainly BRICKWORK THEORY and PRACTICE to craft apprentices and C.G.L.I. courses. To assist as required with other courses.
Minimum qualification: Should have good industrial experience. Teaching experience/training desirable. Required for 1st September.
Salary: £3,894-£5,334 per annum.
Closing date: 31st July, 1978.
Applications to: The Chief Administrative Officer, South East Derbyshire College, Field Road, Ilkeston, Derbyshire DE7 5RS.

DEVON
EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal: C. H. Dixon B.Sc.(Econ.), L.T.C.L., A.M.B.I.M.
Temporary LECTURER (Grade I) in ELECTRICAL ENGINEERING.
A vacancy exists which is tenable from 1st September, 1978.
The vacancy is due to the illness of the existing holder of the post, therefore the vacancy will be for the period 1st September, 1978, to 31st December, 1978, only.
Applicants should apply by letter giving details of qualifications, experience and the subjects offered, to the Vice-Principal, East Devon College of Further Education, Tiverton, Devon, within 10 days of the appearance of this advertisement.

GLOUCESTERSHIRE
NORTH GLOUCESTERSHIRE COLLEGE OF TECHNOLOGY
The Park, Cheltenham GL50 2RR
(A member College of the Gloucestershire Institute of H.E.)
DEPARTMENT OF MATHEMATICS AND COMPUTER STUDIES
LECTURER GRADE I in STATISTICS
Candidates may be required to contribute to courses up to Honours Degree level, and should be prepared to teach Statistics as an element to Business Studies courses.
Well-qualified candidates, but without experience, will be considered. Duties to commence, if possible, on September 1, 1978.
(Salary scale £3,192 to £5,334 p.a.).
Application form and further details (enclose self-addressed envelope) from the Principal, to whom applications should be returned within 10 days of the appearance of this advertisement.
Canvassing will disqualify.

GLOUCESTERSHIRE
WEST GLOUCESTERSHIRE COLLEGE OF FURTHER EDUCATION
College Road, Cinderford, GL14 2JY
Telephone: 0594 22191
DEPARTMENT OF MANAGEMENT, BUSINESS STUDIES AND GENERAL EDUCATION
LECTURER, Grade 2, in MANAGEMENT STUDIES for N.E.B.S.S. and MANAGEMENT COURSES.
Candidates should hold professional and/or Graduate qualifications in the fields of financial and quantitative aspects of management.
Salary, £4,101 to £6,558.
Application forms (S.A.E.) and further particulars from the Principal.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF SCIENCE AND MATHEMATICS
(Head of Department: Dr. R. Kenwright, B.Sc.(Hons.), Ph.D., C.Chem., F.R.I.C.)
LECTURER Grade 1—MATHEMATICS
Applications are invited for the above post which will involve teaching MATHEMATICS to a wide range of courses, from G.C.E. "O" and "A" levels to T.E.C. and B.E.C. courses.
Applicants must possess a degree or a professional equivalent qualification preferably with teaching and industrial or commercial experience.
Salary scale—Lecturer Grade 1, £3,192 to £5,334 (position on scale dependent on experience).
The closing date for application is 19th August, 1978.
Further details and application forms may be obtained from the Principal, Worcester Technical College, Deansway, Worcester, on receipt of a stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
CASSIO COLLEGE
Langley Road, Watford WD1 3RH
Telephone: Watford 24362
DEPARTMENT OF RETAIL DISTRIBUTION AND SERVICES
LECTURER (Grade 1)
(two posts)
One Tutor required for September/October, the other for January 1979 in the Retail Examination Section of the department. Candidates should be able to offer either specialist knowledge of the industry and/or business disciplines (Economics, Accounts, Law, etc.). Some teaching or training experience desirable.
Rented accommodation may be available.
Salary: Burnham Technical Scale plus London Fringe Allowance.
Details and application forms (returnable as soon as possible) from Principal. (S.A.E., please.)

HERTFORDSHIRE
ST. ALBANS COLLEGE
29 Hatfield Road, St. Albans, Herts.
(Tel.: 60433)
DEPARTMENT OF ENGINEERING
LECTURER I (salary £3,192 to £5,334 plus £150 fringe area allowance) required from 1st September, 1978, in aeronautical engineering. The ability to offer aircraft electrical and instrument systems would be an advantage.
Applications should be made to the Principal at the college as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
BOREHAM WOOD COLLEGE
DEPARTMENT OF COMPUTING, SCIENCE and TECHNOLOGY
Required 1st September, 1978:—
LECTURER I to teach CARTOGRAPHY and SURVEYING to TEC Certificate students, together with MATHEMATICS at G.C.E. "O" and "A" level.
LECTURER I to teach COBOL PROGRAMMING and other Computing Topics to students in our vocational computing courses. Applicants must have some considerable industrial experience.
Application forms, together with further particulars, are available from the Principal, Boreham Wood College, Elstree Way, Boreham Wood, Herts.

SHEFFIELD EDUCATION
GRANVILLE COLLEGE
GRANVILLE ROAD, SHEFFIELD S2 2RL
(TELEPHONE 0742-70271 EXT. 211)

Required for 1st September, 1978 (or as soon as possible, thereafter):

DEPARTMENT OF HEALTH AND WELFARE

LECTURER GRADE I to teach in the areas of HUMAN DEVELOPMENT, HEALTH and HYGIENE STUDIES

Salary Scale: Lecturer Grade I within the range
£3,192-£5,334

Application forms, together with further particulars, are obtainable from the Chief Administrative Officer (foolscap s.a.e.) and must be returned to the College within 14 days of the publication of this advertisement.

LOTHIAN REGIONAL COUNCIL
WEST LOTHIAN COLLEGE OF FURTHER EDUCATION

LECTURER (B)
in Sheetmetal Work and Body Repair

Salary on scale £3,423 to £5,331
to teach students following associated courses. Applicants should have appropriate qualifications and relevant trade experience. Experience in body repair not essential.
Further particulars and application forms from:

The Principal,
West Lothian College of Further Education,
Marjoribanks Street,
Bathgate EH48 1QJ.

HERTFORDSHIRE
WARE COLLEGE
Scotts Road, Ware, Hertfordshire
Tel: WARE 5441
LECTURER I
Engineering Lecturer to teach GENERAL PRACTICAL WORKSHOP subjects with ability to specialize in Fabrication and Welding needed as soon as possible.
Further details and application forms (to be returned by 8th September) available from the Registrar. (R.772701)

ISLE OF WIGHT
COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF FOOD, FASHION AND HEALTH
LECTURER I (male or female) in CATERING to teach Food Preparation and ancillary subjects to full-time and part-time courses to C. & G. 706/2 level.
Applicants should be well-qualified and have had good industrial experience. A teaching qualification is desirable.
Salary scale: Lecturer I £3,192 to £5,334 per annum.
Assistance with removal expenses.
Further details and application forms from: The Registrar, Isle of Wight College of Arts and Technology, Medina Way, Newport, Isle of Wight, PO30 5TA.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
DEPARTMENT OF ACADEMIC STUDIES
Required for 18th September, 1978, or as soon as possible thereafter, a LECTURER, Grade 1 to teach ENGLISH/COMMUNICATIONS to Business Studies and Engineering students. Candidates will also be required to teach some Liberal/General Studies and preferably another subject to "O" or "A" level standard. The post is initially based at the Gravesend branch of the College.
Salary: Lecturer 1, £3,192 to £5,334 per annum. Assistance with relocation costs is payable in appropriate cases.
Application forms, which should be returned before 24th August, and further details are available from the Vice-Principal, North-West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU.

MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF MATHEMATICS
LECTURER, Grade I. The above post is available from 1st September, 1978, and the candidates should be prepared to teach elementary MATHEMATICS and STATISTICS. There may be an opportunity for a suitably qualified and experienced candidate to teach at a more advanced level.
Salary scale: £3,192-£5,334.
Application forms and further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ. Telephone: Medway (0634) 41001. Completed applications should be returned Friday 11th August, 1978.

LEICESTERSHIRE
COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville, Leics.
DEPARTMENT OF ENGINEERING AND BUILDING
LECTURER I (£3,192 to £5,334) to teach Workshop Practice required for one year 1st September, 1978, to 31st August, 1979.
The successful applicant will teach mainly practical subjects on a first year 'Off the Job' Engineering Industry Training Board Course. Some previous welding experience and a willingness to teach the subject an advantage.
Further details from the Principal. Applications should be returned to the Principal within 14 days of the appearance of this advertisement.

LEICESTERSHIRE
COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville
Leicestershire
DEPARTMENT OF BUSINESS AND MANAGEMENT
LECTURER I (£3,192 to £5,334) to teach ACCOUNTS, DATA PROCESSING and CALCULATIONS on SECRETARIAL, BUSINESS and PROFESSIONAL COURSES.
Further details from the Principal. Applications should be returned to the Principal within 14 days of the appearance of this advertisement.

LEICESTERSHIRE
WIGSTON COLLEGE OF FURTHER EDUCATION
Station Road, Wigston, Leicester LE8 2DW
DEPARTMENT OF BUSINESS STUDIES
LECTURER I in COMPUTER STUDIES required for 1st September to teach Elements of Computers to Business Studies courses and to plan and develop relevant courses for commerce and industry. Applicants should be graduates with a sound working knowledge of the application of computers to business systems. During the initial development period the successful applicant will be required to assist in the teaching of Business and Management subjects.
Further details from, and applications (no forms) stating age, qualifications and experience, together with the names and addresses of three referees, to the Principal within 14 days.

LINCOLNSHIRE
LINCOLN COLLEGE OF TECHNOLOGY
LECTURER GRADE I IN MOTOR VEHICLE ENGINEERING (TEMPORARY)
Required for 1st September, 1978 (or as soon as possible thereafter) until 31st August, 1979.
To teach any subject in C. & G. 380, 381 and R.T.I.T.B. Integrated Courses. Applicants should have C. & G. Full Technological Certificate in Automobile Engineering Practice and preferably be Associate Members of the I.M.I. or I.R.T.E. with relevant industrial experience.
Salary: £3,192 to £5,334. Starting point dependent on qualifications and experience.
Further particulars and application forms available from the Principal, Lincoln College of Technology, Cathedral Street, Lincoln.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Paddington Green, London W2 1NB
ROAD TRANSPORT & MECHANICAL SERVICES DEPARTMENT
LECTURER Grade I in MOTOR VEHICLE technology and practical work, required to lecture to trainees from the industry on C.G.L.I. courses and to take some special interest in R.T.I.T.B. industrial training. Professional qualifications and relevant industrial experience essential.
Salary in accordance with the Burnham (FE) report on an incremental scale within the range £3,192 to £5,334, plus £402 Inner London Allowance, starting point depending on qualifications, training and experience.
Assistance may be given with household removal expenses.
Further details and application forms from the Secretary to the Department (ref.: T/NT).

LONDON, W.3
ACTON TECHNICAL COLLEGE
LECTURERS
(Grade 1)
Required (1 year appointments in the first instance) in:
BASIC RETAILING PRACTICE
BASIC INDUSTRIAL CATERING
REMEDIAL NUMERACY. Three posts in all to teach short industrial courses to unemployed school-leavers (16 to 19 years).
Appointments to commence on September 18, 1978, or as soon after as possible.
Application forms and further details can be obtained from The Registrar and Clerk to the Governing Body, Acton Technical College, High Street, London W3 6RD. Tel. 01-993 2344, ext. 2371/2.

CITY OF MANCHESTER
EDUCATION COMMITTEE
MANCHESTER COLLEGE OF BUILDING
DEPARTMENT OF PROFESSIONAL STUDIES
Applications are invited from holders of a relevant degree or professional qualification for the following full-time teaching post for appointment on or after 1st September, 1978.
FE/93 LECTURER II IN CONSTRUCTION TECHNOLOGY
The person appointed will be required to teach advanced Construction Technology to a range of professional and technician courses.
Salary will be at the appropriate point on the Lecturer II Scale £4,101 to £6,558 according to qualifications and experience.
Application forms and further particulars may be obtained from: The Principal, Manchester College of Building, Lower Hardman Street, Manchester M3 3ER, to whom the forms should be returned by 11th August, 1978.

CITY OF MANCHESTER
EDUCATION COMMITTEE
MANCHESTER COLLEGE OF BUILDING
DEPARTMENT OF TIMBER AND FABRIC
Applications are invited for appointment in the following full-time teaching post with effect from 1st September, 1978, or as soon as possible after that date.
FE/93 LECTURER I IN MACHINE WOODWORKING
Applicants should be qualified and competent to teach all subjects within the Machine Woodworking Section (Minimum qualification—FTC in Machine Woodworking).
Preferably applicants should have a teaching certificate and/or had some teaching experience. A sound industrial background is most important.
Salary will be at the appropriate point on the Lecturer I scale £3,192 to £5,334 according to qualifications and experience.
Application forms and further particulars may be obtained from: The Principal, Manchester College of Building, Lower Hardman Street, Manchester M3 3ER, to whom the forms should be returned by Friday, 11th August, 1978.

MANCHESTER (City of)
EDUCATION COMMITTEE
ABRAHAM MOSS OPEN COLLEGE
Crescent Road, Crumpsall,
Manchester M8 6UH
F.E./96
DEPARTMENT OF GENERAL AND BUSINESS STUDIES
Required for September, 1978, LECTURER I to teach TYPEWRITING and OFFICE PRACTICE. The ability to offer other commercial or secretarial subjects would be an advantage.
Salary: LI, £3,192 to £5,334.
The centre is moving towards integration of secondary and further education and candidates should be prepared to spend time working with pupils in the 11 to 16 school.
For application forms (returnable by August 11, 1978) and further particulars, send a self-addressed foolscap envelope to the Senior Administrative Officer.

MANCHESTER (City of)
EDUCATION COMMITTEE
MANCHESTER COLLEGE OF BUILDING
DEPARTMENT OF SERVICES AND FITTINGS
To work from 1st September, 1978, or as soon as possible after that date:
LECTURER I IN PLUMBING
(Full-time)
Applicants must have sound industrial experience in general plumbing and domestic central heating systems.
Qualifications required: City and Guilds Advanced Craft Certificate and a Full Technological Certificate.
Teaching experience and a qualification in "Gas Subjects" would be an advantage.
Salary will be at the appropriate point on the Lecturer I Scale, £3,192 to £5,334, according to qualifications and experience.
Application forms and further particulars may be obtained from the Principal, Manchester College of Building, Lower Hardman Street, Manchester M3 3ER. Tel.: 061-831 7791, ext. 53, to whom forms should be returned by Monday, August 7, 1978.

MANCHESTER
(City of)
EDUCATION COMMITTEE
ABRAHAM MOSS OPEN COLLEGE
Crescent Road, Crumpsall
Manchester M8 6UH
DEPARTMENT—HAIRDRESSING AND BEAUTY THERAPY
FE/98 LECTURER II in BEAUTY THERAPY
Required as soon as possible. The person appointed will be required to possess a C.G.L.I. 761 Beauty Therapy Certificate, a recognised qualification in epilation. A teaching qualification is desirable. The successful candidate will be required to assist with the administration of the Beauty Therapy section. Experience in body treatments would be an advantage.
For application forms, returnable by August 11, 1978) and further particulars, send a self-addressed foolscap envelope to the Senior Administrative Officer.

MILTON KEYNES
COLLEGE OF EDUCATION
Stratford Road, Wolverton Mill
Milton Keynes MK12 5NS
TEMPORARY LECTURER II in ENGLISH
Required English Specialist at LECTURER II level for full-time temporary appointment for the academic year 1978/79. Duties will include assistance in Special Subject English, Curriculum English Courses, In-service and tuition work in Open University courses.
Appropriate degree and qualified teacher's status essential and experience in teacher training an advantage. Possibility of two half-time temporary appointments as alternative to the temporary full-time appointment.
For further details apply immediately to the Senior Administrative Officer at the above address.

NEWHAM
(London Borough of)
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER
Principal, K. R. Bishop, B.Sc.(Econ.), F.R.S.A.
Applications are invited for the post of LECTURER I in GAS ENGINEERING to teach Gas Customer Service and Utilisation in Craft and Technician courses.
Applicants should be suitably qualified and have relevant industrial experience.
Salary: £3,192-£5,334 plus £402 per annum London Allowance.
Starting point depending on qualifications and experience.
Application forms and further details may be obtained by writing to the College Administrative Officer enclosing a self-addressed envelope.
Completed forms should be returned within 14 days of the appearance of this advertisement.

NORTH WALES
LLANDRILLO TECHNICAL COLLEGE
Colwyn Bay
(Clwyd and Gwynedd Education Authorities)
(1) LECTURER, Grade I, in Related Subjects for MOTOR VEHICLE and ENGINEERING COURSES for September, 1978. To teach MATHEMATICS, ENGINEERING SCIENCE, MOTOR VEHICLE SCIENCE and ENGINEERING DRAWING and DESIGN up to T.E.C. level III. Applicants should have good industrial experience and a Higher National Certificate in Mechanical Engineering or equivalent; a teaching qualification, or teaching experience, is required.
(2) LECTURER, Grade I, to teach MATHEMATICS and/or PHYSICS up to G.C.E. "A" level.
Applicants should have appropriate qualifications and preferably teaching experience or a teaching qualification.
Salary for each post in accordance with the Scale of Salaries for Teachers in Establishments for Further Education, i.e. £3,192 rising to £5,334 per annum. Commencing salary in accordance with qualifications and experience.
Application form and further details may be obtained from the Registrar at the College, to whom they should be returned completed by 11th August, 1978.

NORTH WALES
LLANDRILLO TECHNICAL COLLEGE
Colwyn Bay, North Wales
(Clwyd & Gwynedd Education Authorities)
Temporary LECTURER, Grade I, in ELECTRICAL INSTALLATION WORK (for one year, from September, 1978), to teach full-time students following the first year "Off-the-Job" Electrical Craft and Technician Course.
Applicants should possess Full Technological Certificate, Course C Certificate in Electrical Installation, H.N.C., or equivalent qualification.
A teaching qualification or some teaching experience is required.
Salary for the post will be in accordance with the Scale of Salaries for Teachers in Establishments of Further Education, i.e. £3,192 rising to £5,334 per annum. Commencing salary in accordance with qualifications and experience.
Application form and further details may be obtained from the Principal at the College, to whom they should be returned, completed, by 11th August, 1978.

NOTTINGHAMSHIRE
COUNTY COUNCIL
NOTTINGHAMSHIRE COLLEGE OF AGRICULTURE
LECTURER
Grade III (£3,597 to £5,739)
FOOD TECHNOLOGY with Wardening responsibility.
Required from September 1, 1978. Applicants should possess a degree or H.N.D. in food science, food technology or related subjects. Industrial and/or teaching experience would be advantageous. Accommodation is provided in respect of wardening duties.
LECTURER/ASSISTANT WARDEN
Grade III, £3,597 to £5,739
AGRICULTURE
Required from September, 1978. Experience in agricultural merchanting and/or teaching would be an advantage. The person appointed would teach to various courses at the college. Candidates should have a degree or higher diploma in agriculture.
Application forms and further details are obtainable from the Principal at the college, Brackenhurst, Southwell, Notts NG25 0QF. Telephone: Southwell 812252.
Closing date: August 11, 1978.

OXFORDSHIRE
COUNTY COUNCIL
WEST OXFORDSHIRE TECHNICAL COLLEGE
Holloway Road, Witney, Oxon. OX8 7EE
Required from 1st September, 1978, or as soon as possible thereafter, LECTURER I to teach ELECTRICAL SUBJECTS throughout the Department of Engineering.
Teaching duties will include basic Electrical Installation and the ability to teach aircraft electrical systems and instrumentation would be an additional asset.
Application form and further particulars available from the Principal at the college.
Please send large S.A.E.

OXFORDSHIRE
An expanding Independent College of Further Education requires full-time teaching staff for September, 1978, commencement.
Applications are invited from graduates with teaching qualifications and/or relevant teaching experience at "A" level. Subjects: CHEMISTRY, HISTORY, MATHEMATICS, PHYSICS.
Salary according to ability, plus membership of Private Patients Plan.
Write in the first instance with curriculum vitae to the Principal, St. Aldates College, Rose Place, Oxford OX1 1SB.

RICHMOND UPON THAMES COLLEGE
EDUCATION DEPARTMENT
Egerton Road, Twickenham
TW2 7SJ
Telephone: 01-892 6656
The first tertiary college of the Greater London and Home Counties region.
The following post will be available from 1st September, 1978, for one year; further details and application forms from the Assistant Principal (Resources) (marked "personal"), returnable to him immediately.
TEMPORARY LECTURER GRADE I, PHYSICAL EDUCATION
The person appointed will be required to take special responsibility for hockey for women students throughout the college. An interest in Dance would be an advantage.
Salary: £3,192 to £5,334 per annum plus London Weighting £297 (under review). Initial placing according to qualifications and experience.
London Borough of Richmond upon Thames.

STAFFORDSHIRE
EDUCATION COMMITTEE
BURTON UPON TRENT TECHNICAL COLLEGE
LECTURER I in ENGLISH AND COMMUNICATION STUDIES
Applications are invited for the above post to commence September, 1978.
Applicants should be GRADUATES and preferably be qualified TEACHERS. The successful candidate will be required to work within a team of specialists who teach English and Communication Studies to a wide range of full-time and part-time courses organized, or serviced, by the Department including: G.C.E. "O" level English Language, G.C.E. "O" level and "A" level English Literature; General and Communication Studies to H.N.C. level; Communication Studies for T.E.C. and B.E.C. Courses.
Interviews for this post are not likely to be held before September.
Salary: Lecturer I—£3,192 to £5,334, including supplements.
Application forms and further details are obtainable from the Principal, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent DE14 3RL, to whom completed application forms should be returned within 14 days.

SURREY
EDUCATION COMMITTEE
WELFARE AND COUNSELLING
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, GU1 1EZ
A SENIOR LECTURER is required as CO-ORDINATOR of COLLEGE WELFARE and COUNSELLING SERVICES, to commence as soon as possible, and not later than 1st January, 1979.
Salary: £6,051 to £7,065 plus £150 Fringe Area Allowance.
Generous relocation assistance available in approved cases.
Further details and application form available from the Principal on receipt of S.A.E. Completed forms should be returned to the college within three weeks of the appearance of this advertisement.

ULSTER COLLEGE
THE NORTHERN IRELAND POLYTECHNIC

Faculty of Social and Health Sciences

PRINCIPAL LECTURER IN SPEECH THERAPY

Salary Scale: £7047-£7818/£8844

Applications are invited for this key post in Speech Therapy. The Principal Lecturer would play a prominent role in the organisation, teaching and development of the BSc Speech Therapy degree. Applicants should be qualified speech therapists, preferably with a qualification beyond the basic level, who have substantial experience of teaching Speech Pathology and Therapeutics. Participation in research in the area of Speech Therapy will be expected. The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,100. It has extensive new purpose-built accommodation, including 750 residential places on the 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal. Further particulars and application forms which must be returned by August 21 may be obtained by telephoning Whiteabbey (0231) 65131, ext. 2243, or by writing to The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Shore Road, Newtownabbey, Co. Antrim BT37 0QB.

COLLEGES OF FURTHER EDUCATION continued

SURREY
EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey.
DEPARTMENT OF GENERAL EDUCATION AND SCIENCE
LECTURER I CHEMISTRY

For 1st September, or as soon as possible to teach Chemistry on G.C.E. "O" and "A" courses to both full-time and part-time students. Applicants should be GRADUATES and preferably teacher trained.

Salary scale: Lecturer Grade I. £3,192 to £5,334 plus £180 London Fringe Area Allowance.

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by Tuesday, 8th August, 1978.

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey
GU1 1EZ
DEPARTMENT of HOTEL, CATERING and HOME ECONOMICS

Required from September 1, 1978, or as soon as possible after that date, a LECTURER Grade I to teach FOOD and BEVERAGE SERVICE OPERATIONS, CATERING ADMINISTRATION and allied subjects.

Candidates should be qualified to at least City and Guilds or O.N.D. standard and have good restaurant, hotel and catering experience. Teaching experience would be an advantage but is not essential.

Annual salary: £3,192 to £5,334 (according to age and experience) plus £180 fringe area allowance.

Generous relocation assistance available in approved cases.

Further details and application forms available from the Principal on receipt of S.A.E. Forms should be returned within a fortnight of the appearance of this advertisement.

WEST SUSSEX
COUNTY COUNCIL
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex

Required for September, or as soon as possible thereafter.

LECTURER Grade II in BUSINESS STUDIES to teach two or more of the following subjects to O.N.C./O.N.D., H.N.C./H.N.D. level or equivalent: Accountancy; Elements of Computers; Business Mathematics; Company Secretarial Practice.

Appropriate academic/professional qualification essential. Teacher-training and/or considerable teaching experience desirable.

Salary scale £4,101 to £6,558 plus £100 Outer Fringe Allowance per annum.

Possibility of housing in approved cases.

Form and particulars from The Principal on receipt of stamped addressed envelope.

WEST SUSSEX
SOUTHERN AREA
WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, Worthing
DEPARTMENT OF COMMERCE AND GENERAL EDUCATION

[illegible] it will be an advantage to offer in addition Business Data Processing.

Salary £3,192 to £5,334. Commencing point depending on qualification, training and experience.

Details and form from Registrar (S.A.F.L.).

Closing date, 10 days after appearance of this advertisement.

WIGAN
(Metropolitan Borough of)
WIGAN COLLEGE OF TECHNOLOGY

Applications are invited for the following posts at this recently designated Tertiary College.

LECTURER GRADE I IN COMMUNICATIONS
The person appointed will specialise in the teaching of Communications through the medium of Life and Social Skills with special emphasis on discussion and role playing. An interest in the guidance of students on Work Experience Programmes is an important facet of this post.

LECTURER GRADE I IN PRINTED TEXTILE DESIGN
Candidate should hold appropriate qualifications at degree level and some teaching experience is desirable.

LECTURER GRADE I IN BRICKWORK OR PLUMBING
Candidates should be experienced craftsmen and suitably qualified.

Salary: Lecturer Grade I £3,192 to £5,334.

Further particulars and application forms from the Chief Administrative Officer, Wigan College of Technology, Parson's Walk, Wigan WN1 1RR, to be returned within 14 days of this advertisement.

Colleges and Departments of Art

WILTSHIRE
COUNTY COUNCIL
SALISBURY COLLEGE OF ART
APPOINTMENT OF FULL-TIME LECTURER I
PHOTOGRAPHY/GRAPHIC DESIGN

Full-time Lecturer I required to teach photography with particular reference to layout and design. Candidates should be professionally qualified and should be able to commence duties as soon as possible.

Application forms and job descriptions from Clerk to the Governors, Salisbury College of Art and Technology, Southampton Road, Salisbury, Wilts.

Polytechnics

LONDON
NORTH EAST LONDON POLYTECHNIC
CENTRE FOR INSTITUTIONAL STUDIES—WEST HAM PRECINCT
RESEARCH ADMINISTRATOR
APS
(Salary range from £4,017 to £5,481 inclusive)

The Research Administrator will have substantial responsibility for the operation of a developing Research Centre. He/she must have a sound grounding in administrative practice and also an interest or experience in social research and policy studies. It is likely that the successful applicant will be a graduate with broad experience of higher education and he/she might also have some editorial or journalistic expertise.

Further details and application forms available from: The Personnel Office, NELP, 100 The Grove, London E15 1LN. Telephone 01-555 0811 Ext. 32. Please quote reference A556/78. Closing date: 11th August 1978.

MANCHESTER
THE POLYTECHNIC
DEPUTY WARDENS: HALLS OF RESIDENCE
(Teaching appointments)

Applications are invited for RESIDENTIAL DEPUTY WARDENSHIPS at the Broomhurst and Royal Ford Halls. These posts are at Senior Lecturer level and the holder is expected to teach within his/her subject area as part of the duties. Applicants from any subject area will be considered.

The halls are located at the Didsbury site.

Salary scale: £6,051 to £7,673.

For further particulars and application form (returnable by 11th August, 1978) please send a self-addressed envelope marked "B 777" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

Universities

BRISTOL
THE UNIVERSITY
DEPARTMENT OF DRAMA

requires as a
DRAMA ASSISTANT
a versatile young person to assist in the painting of sets, to issue stock, furniture and props for the Department's theatre, film and television productions, and to assist in their maintenance. The job involves working with students. Evening and weekend work is required, especially during term time. Some experience in the professional theatre may be an advantage.

The appointment will be at Drama Assistant Grade. Salary £3,291 to £4,514 according to experience and qualifications.

Applications should be sent to the Head of the Department of Drama, 29 Park Row, Bristol BS1 5LT, stating relevant experience, educational qualifications and names and addresses of two people having recent knowledge of your work to whom reference may be made. Closing date for applications: 11th August 1978

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited for the post of SENIOR LECTURER/LECTURER in the TEACHING SECTION OF THE [illegible]

Candidates are expected to have postgraduate qualifications in Education with specializations in Guidance and Counselling to include Testing and Measurement as it applies to Guidance and Counselling. Experience of school situations and educational problems in Jamaica or the rest of the Caribbean would be an asset. The appointee will be expected to assume duties on October 1, 1978, or as soon thereafter as possible.

Salary scales: Senior Lecturer: J$12,077 to J$16,783 per annum. Lecturer: J$8,913 to J$13,917 per annum (£1 sterling equals J$2.92). Unfurnished accommodation will be let by the University at a rental of 10 per cent of salary or a housing allowance of 20 per cent of salary is payable. F.S.S.U. Study and Travel Grant. Up to five full passages (at approved rates) on appointment and on normal termination.

Detailed applications (three copies) with curriculum vitae and naming three referees should be sent direct as soon as possible to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica.

Applicants resident in the United Kingdom should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London, W1P 0DT. Further details may be obtained from either address.

PAPUA
New Guinea
THE UNIVERSITY
(Port Moresby)

Applications are invited for the post of LECTURER/SENIOR LECTURER in EDUCATIONAL ADMINISTRATION within the DEPARTMENT OF EDUCATION.

The applicant will be required to conduct in-service courses at both diploma and degree levels designed to provide experience in the theory and practice of Educational Administration for educators (who hold or aspire) to positions carrying administrative responsibilities. Applicants should possess postgraduate qualifications and wide experience in educational administration and a willingness to travel extensively within Papua New Guinea.

Further details may be obtained from the Chairman of the Department of Education.

Salary scales: Senior Lecturer, K14,044 to K16,741 per annum; Lecturer Grade 2, [illegible] to K13,845 per annum (£1 sterling equals K1.33). In addition, an allowance of K1,500 per annum, if single, is payable; and extra K1,000 marriage and K150 per child Child Allowance may also be payable.

Conditions include provision of housing, annual leave fares, study leave and F.S.S.U. superannuation.

In some cases it may be possible to make an appointment on secondment.

Detailed applications (two copies), together with curriculum vitae, a recent small photograph and naming three referees, should be sent direct to Secretary, University of Papua New Guinea, Box 4820, University P.O., Papua New Guinea, by August 25, 1978.

Applicants resident in the United Kingdom should also send one copy to Inter-University Council, 90-91 Tottenham Court Road, London W1P 0DT.

Further details may be obtained from either address.

Schools Prom

NOVEMBER 27, 28 & 29 1978

The Schools Prom concerts will be held at the Royal Albert Hall again in November. This year the concerts will extend to three evenings and over 1,000 young musicians will take part.

If you would like your name or school to be added to the mailing list for information about this year's Prom please complete and return the coupon below to

THE SCHOOLS PROM, TIMES NEWSPAPERS LIMITED, ROOM 256, P.O. BOX 7,
NEW PRINTING HOUSE SQUARE,
GRAY'S INN ROAD, LONDON WC1X 8EZ.

THE SCHOOLS PROM IS SPONSORED BY THE TIMES EDUCATIONAL SUPPLEMENT, THE TIMES AND COMMERCIAL UNION ASSURANCE

PLEASE SEND ME INFORMATION ABOUT THE 1978 SCHOOLS PROM.

NAME ____________________

ADDRESS ____________________

____

DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

2 LECTURERS, GRADE I, IN THE DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Applications are invited for Two Lecturers, Grade I, to teach on a range of craft and technician courses. Applicants should be able to offer either electronics or power subjects as a specialism and also be able to teach general electrical principles. An ability to teach mining electrical subjects will be of particular advantage since the Department of Electrical and Electronic Engineering offers a wide range of such courses from craft to advanced technician level. Sound teaching ability and relevant industrial experience is more important than high academic qualifications for this post but candidates who are highly qualified, particularly in the mining electrical field and who have some knowledge of instrumentation systems would be particularly welcome.

Salary scale £3,192 to £5,334.

Closing date for applications is 10 days from the publication of this advertisement.

Please send stamped addressed envelope for application form and post particulars to: The Principal, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster DN1 3EX.

Deputy Principal (Education)

Long Close Children's Centre, Ripley, Derbyshire
Salary: £5,640-£6,909 p.a. (Group III JNC Former Approved Schools

Early next year the first Community Home with Education in the country, purpose-built for 50 boys and girls (including an 8 bed secure unit) will open in Derbyshire. We and our colleagues in the East Midlands Regional Planning Area expect the Centre to make a significant contribution to the care and education of disturbed and disturbing children.

A good staff establishment includes a management group comprising Principal, two Deputy Principals, five unit leaders and two senior teachers. There are excellent facilities on and off the three acre campus and the Centre is situated in an established community near to Ripley town centre with good access to the M1, Nottingham, Derby and the Peak District.

Applications are now invited for this key senior post with special responsibility for the Centre's educational programme. Also jointly with the other Deputy, the person appointed will have a wider responsibility for the total Centre. We are therefore looking to recruit someone with progressive ideas and management ability who can make a significant contribution to the creation of an environment in which disturbed young people can be helped.

Good staff accommodation is available for which an emolument charge of £651 (plus £24 VAT) per annum will be made.

Informal enquiries to Mr. J. Tongue, Assistant Director, Residential Services. Tel.: Matlock 3411 Ext. 7404. Application forms and further information from the Director of Social Services, County Offices, Matlock DE4 3AG, to be returned by 18 August, 1978.

DERBYSHIRE
County Council

Cheshire

ARE YOU A QUALIFIED TEACHER AND HAVING DIFFICULTY FINDING EMPLOYMENT?

PERHAPS WE CAN HELP!

WE CAN OFFER you an opportunity to use the expertise and professional skills acquired in training.

We are seeking people to work as RESIDENTIAL SOCIAL WORKERS at St. Joseph's Community Home, Nantwich who:—

—LIKE CHILDREN and are capable of conveying that they care;
—HAVE QUALITIES of warmth, tolerance and a sense of humour;
—HAVE THE ABILITY to work harmoniously as a member of a team of Residential Social Workers who work as a cohesive whole to ensure a high standard of care.

Salary: £2,364-£2,853 plus salary supplements of between £445-£475 p.a. Pay rise pending.

INTERESTED?

Then please telephone Mr. G. Smith, the Principal, or Mr. T. John, the Assistant Principal (Care) for an informal discussion.

OR WRITE for an application form to:
The District Officer for Social Services, Cheshire County Council, Delamere House, Delamere Street, Crewe CW1 2LL.
Closing date: 11th August.

UNIVERSITIES Appointments continued

THE CITY UNIVERSITY
PART-TIME LANGUAGE LECTURERS

Required by the City University for General Studies Language Courses for two to four hours per week. French to "A" level standard and German for beginners.

To apply, please send your curriculum vitae to Miss S. Shivanath, Centre for Arts and Related Studies, The City University, St. John Street, London EC1V 4PB (telephone 253 4399, ext. 2231).

THE CITY UNIVERSITY
CENTRE FOR ARTS & RELATED STUDIES
LECTURER IN MUSIC

Applications are invited for the post of LECTURER for the Centre's new B.Sc. Honours Degree course in music which is about to enter its fourth year. The lecturer is required to teach mediaeval/Renaissance or Baroque early classical music—both in terms of the present century and with a global perspective. An active interest in ethnomusicology, 20th century music technology and the use of computers is desirable, as well as practical skills in conducting, orchestration and aural training.

Candidates should have a good honours degree in music; a postgraduate qualification would be an advantage. The successful applicant will work closely with the Head of Music in the administration and running of the course as well as helping with the general musical work of the university.

It is hoped that the successful candidate will commence duty on 1st October, 1978, or as soon as possible thereafter. Salary will be on the scale £3,660 to £7,308 per annum (under review) plus £450 London Allowance. Further particulars and application forms are available from the Deputy Academic Registrar, The City University, St. John Street, London EC1V 4PB (telephone 01-253 4399, ext. 3301). Please quote reference CA/M/218/T. Closing date: 11th August, 1978.

THE OPEN UNIVERSITY
SENIOR COUNSELLOR
SOUTH WEST REGION

Applications are invited for a post of SENIOR COUNSELLOR in the university's South West Region whose headquarters are in Bristol. The person appointed will be based upon the Regional Sub-Office which is located at 88-89 South Side Street, Plymouth.

Senior Counsellors are responsible to their Regional Director for aspects of student services in the region, including the development of student counselling services, the supervision and training of part-time staff, and the oversight of study centres. In addition, Senior Counsellors will be involved in day and residential schools. The successful applicant will be part of a team of four Senior Counsellors and the person concerned will have a major responsibility for the work involved in Devon and Cornwall. In addition to other duties arrived at in consultation with colleagues.

Applicants should be GRADUATES with recent experience from within the broad field of adult, further and higher education. They should be interested in the development and analysis of support services for the adult learner in the multi-media teaching system of the Open University.

The appointment is tenured, and the salary will be at a point on the Lecturer Scale: £3,660 to £7,308, with membership of the University's Superannuation Scheme.

Application forms and further particulars are available, by postcard request please, from The Recruitment Office (CT1529/2), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or by telephone from Milton Keynes 63868; there is a 24-hour answering service on 63868. Closing date: 9th August 1978.

WEST INDIES
Jamaica
THE UNIVERSITY

Applications are invited for the post of LECTURER/ASSISTANT LECTURER in the INSTITUTE OF MASS COMMUNICATION

Experience in University teaching would be an advantage. The appointee will be expected to teach courses in Principles of Communication, Communication Theory, Communication and Development.

Salary Scales: Lecturer, J$8,913 to J$13,917 per annum. Assistant Lecturer, J$7,236 to J$7,920 per annum (£1 sterling equals J$2.92). F.S.S.U.

Study and Travel Grant. Unfurnished accommodation will be let by the University at a rental of 10 per cent of salary, or a housing allowance of 20 per cent of salary will be paid. Up to five full passages (at approved rates) on appointment and on normal termination.

Detailed application (three copies) with curriculum vitae and naming three referees should be sent direct to The Registrar, University of the West Indies, Mona, Kingston 7, Jamaica, as soon as possible.

Applicants resident in the United Kingdom should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT.

Further details may be obtained from either address.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper for higher education provides a noticeboard for all University appointments.

It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.

For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone Lorraine Williams, 01-837 1234, extension 575.

Colleges of Higher Education

BEDFORDSHIRE
EDUCATION SERVICE
BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING
TEMPORARY LECTURER I IN ENGINEERING WORKSHOP PRACTICE

Applications are invited for a temporary LECTURER I post in basic ENGINEERING WORKSHOP PRACTICE and PROCESSES. It is hoped to make an appointment as early as possible in September. The appointment will terminate on August 31, 1979.

Further details and application forms are available from The Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH, to be returned not later than August 11, 1978.

DONCASTER
METROPOLITAN INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF MINING AND MINERAL RESOURCES ENGINEERING
LECTURER II IN MINERALS PROCESSING

LII in Mineral Processing to teach minerals processing and associated subjects in a variety of courses.

Applicants should hold a suitable academic qualification, preferably a degree in minerals processing and have had suitable industrial experience.

Salary: Lecturer II, £4,101 to £6,558.

Closing date for applications is 10 days from the publication of this advertisement.

Please send stamped addressed envelope for application form and post particulars to Principal, DMIHE, Waterdale, Doncaster DN1 3EX.

HARROW
COLLEGE OF HIGHER EDUCATION
Northwick Park, Watford Road, Harrow, Middlesex, HA1 3TP
Tel.: 01-864 4411
FACULTY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF HEALTH AND COMMUNITY STUDIES

Required from 1 September, 1978.

LECTURER Grade II in HOME ECONOMICS to be responsible for the National Council for Home Economics Education 2-year Certificate course in Home Economics. Recent industrial experience and a special interest in recipe development, food photography or journalism essential.

LECTURER Grade I in HOME ECONOMICS (half full-time, approx. 15 hours per week) for the National Council for Home Economics Education 2-year Certificate course in Home Economics, "A" level Home Economics and National Nursery Examination Board students.

Recent industrial and/or teaching experience desirable.

Salary scales: Lecturer I, proportion of £3,192 to £5,334 per annum plus London Allowance of £402 per annum. Lecturer II £4,101 to £6,558 per annum plus London Allowance £402 per annum.

Applicants for both posts should have appropriate academic qualifications.

Further details and application forms are available from the Administration Office (TSL [illegible]). They are returnable within 14 days from the appearance of this advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY
AVERY HILL COLLEGE
Bexley Road, Eltham, London SE9 2PQ
Principal, Mrs. K. E. Jones, M.A., B.Litt.

Wanted as soon as possible, a LECTURER II (temporary appointment for one year in first instance) in MATHEMATICS with particular interest in, and recent experience of, the teaching of mathematics in the primary school. As well as the normal work of teaching on the college's B.Ed. (C.N.A.A.) degree, the person appointed will be asked to take a major part in organizing and developing a two-year part-time evening course leading to a post-experience diploma (C.N.A.A.) in the Teaching of Primary School Mathematics.

Salary scale: Lecturer II, £4,101 to £6,558, subject to formal approval, plus £402 Inner London allowance.

Further details and application forms may be obtained from the Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

LONDON W.5
EALING COLLEGE OF HIGHER EDUCATION
LECTURER I IN PROFESSIONAL COOKERY

required to teach HND/OND plus City & Guilds 706/1-3. Candidates should possess a wide trade experience plus appropriate qualifications.

Salary: L1 £3,504 to £5,750 p.a. inclusive.

Application forms and further details from the Chief Administrative Officer (TD/uc) Ealing College of Higher Education, St. Mary's Road, London W5 5RF.

Closing date: 14th August, 1978.

Ealing Education Service.

Surrey has community homes with education on the premises—so what?

So if you think you can help provide the support and guidance needed for these adolescents then read on. . . .

HAYS BRIDGE

For 78 teenage boys, is paying particular attention to the importance of group living whereby individuals are encouraged to promote their own well being and are expected to contribute to the growth of a beneficial communal system.

HALE HOUSE

Unit for up to 18 boys, is about to be reorganised and staff will have to build a new team and implement fresh and positive policies whilst involving the boys.

HOUSEWARDEN £3,369-£4,920

You must be experienced in child care and hold a recognised qualification, whilst being prepared to implement new policies and lead the staff team in the unit.

Housewarden's allowance (£216 p.a.) payable. (Ref. 78/212/SE)

DEPUTY WARDEN £3,369-£4,146 or £4,920

To help stimulate and implement progressive policies and deputise for the Warden. Higher salary payable if qualified. (Ref. 78/213/SE)

RESIDENTIAL CHILD CARE OFFICERS £2,355-£3,279

To become actively involved in the care and welfare of the boys in the unit. (Ref. 78/214/SE)

LITTLE HAYS

Is a small unit for 10 boys whose problems are less severe. It is situated in an old farmhouse about a quarter of a mile from the main buildings.

DEPUTY WARDEN £3,369-£4,146 or £4,920

To support the Warden, implement his policies and deputise in his absence. Higher salary payable if qualified. (Ref. 78/215/SE)

All posts are residential with houses or single accommodation available.

For further details please telephone or write to Mr. Sandy Shaw, the Principal, Hays Bridge, Brickhouse Lane, South Godstone, Surrey. Tel. Smallfield 2296.

KINTON

Is a new purpose-built Home with five individual house units. The 90 deficient and disturbed boys here are aged between 13 and 18 years when admitted from a wide area covering Kent, Sussex and Surrey. Each unit works towards specific objectives designed to ensure the boys are capable of full integration into society when they leave.

TEACHER (Remedial Education) Burnham Scale 1

An experienced and/or qualified remedial teacher is needed to teach small groups of six to eight boys of low intelligence and slow learning ability. You will work within a teaching staff team of eight under the guidance of the Head of Education. The education curriculum involves academic and trade (metalwork and woodwork) subjects and rural science which is taught at Kinton on the premises of their modern compact farm.

You will, along with other teaching staff, take assembly one day per week and will have the opportunity to undertake extraneous duties, 15 hours per week for which £879 per annum is payable. Outer Fringe London Allowance (£160 p.a.) and qualified teachers' allowance (£564) or unqualified teachers' allowance (£396) also payable. (Ref. 78/202/NW)

HOUSEMASTER/MISTRESS (RESIDENT OR NON RESIDENT) £3,369-£4,146 or £4,920

Applicants should be child care officers, suitably qualified or with considerable experience of working with young people in a residential setting.

Each of the five units at Kinton has an experienced team of care staff working to and with the Housewarden. The senior members of the teams use their initiative and experience in the day-to-day care and general welfare of the boys. (Ref. 78/203/NW)

RESIDENTIAL CHILD CARE OFFICERS £2,355-£3,279

To work within an established team in one of the five units at Kinton, under the supervision of a housemaster/mistress, assisting in the day-to-day care of the boys.

Single person accommodation available only, for all posts at Kinton. (Ref. 78/204/NW)

For further details please telephone or write to Mr. K. T. S. Nicholson, The Principal, Kinton, Saunders Lane, Mayford Green, Woking. Tel. Woking 65141. Application form from the Personnel Section (please quote ref.), Social Services Department, Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Tel. 01-549 6111, ext. 276.

SURREY
COUNTY COUNCIL

SOUTH LODGE COLLEGE

High Street, Baldock, Herts

Required as soon as possible:

TEACHER. SCALE 1

TYPING AND OFFICE PRACTICE

TEACHER. SCALE 1

ARTS AND CRAFTS AND NEEDLEWORK

Both posts carry an extraneous duties allowance of £950 p.a. for a minimum of 15 hours' duties per week.

South Lodge is a Community Home for 26 maladjusted adolescent girls, situated in the pleasant old Market Town of Baldock, and standing in its own grounds.

Applications by letter, stating full curriculum vitae, and names of two referees, to Mr. J. Doherty, Headmaster.

Further details may be obtained by telephoning Mr. or Mrs. Gardner, Principals, at BALDOCK (0462) 892815/892715.

Teenage Boys

12 bed unit—Northolt

This is one of our adolescent residential units. Some of our boys here need patient and persistent support and motivation to equip them for adult life. Many need to be accepted so they can accept themselves. Occasionally a boy is angry, disruptive or thoroughly mixed up. They may be facing the transition from school to work or from the unit to a bed-sitter or shared flat. Cultural factors inevitably arise in this multi-racial borough.

How Do You See The Task?

Whether you are male or female, an experienced Deputy Officer-in-Charge, or still a basic grade Residential Social Worker (non-resident) we would welcome your ideas with your application.

We have vacancies between Grades 2-5, £3,273-£4,530 p.a. inclusive.

Contact Mary Stratton, Homes Adviser, on 01-579 2424 Ext. 3290, if you want to ask about the department or the unit.

Further details and application forms from the Director of Social Services, Room A202, Town Hall Annexe, [illegible]. Please quote Ref. No. 46888. Closing date 11.8.78.

Ealing

London Borough

ESSEX HOME SCHOOL, CHELMSFORD, ESSEX

Essex Home School, is a Community Home with Education on the premises for 82 boys, aged between 13 and 16 years. The boys, who are accommodated in 3 house units, are all in the care of the local Authority and deemed to be in need of a great deal of adult support in the classroom and living situation to enable them to come to terms with their problems.

Teacher

(2 posts).

Applications are invited from qualified and experienced people to make up the team of 10 teachers at the school.

(a) **Remedial Teacher.** Salary Burnham Scale 2 plus £564 former Approved School allowance. To work with small groups and to engage in a certain amount of individual tuition. Emphasis will be placed on calculations and communications together with appropriate linked general subjects.

(b) **Teacher.** Salary Burnham Scale 1 plus £564 former Approved School allowance. Required to work with small groups and teach calculations and communication and general subjects. Ability in pottery and/or heavy craft would be an advantage.

Teachers at the school undertake 5-15 hours per week social work duties additional to primary hours, for which extra payment is made (currently £879 p.a. for 15 hours per week).

Accommodation consisting of a house, at rental, or single accommodation for which appropriate deductions will be made for board and lodgings is available. Informal enquiries welcomed. Mr. G. Whitmore, Head of Education (Chelmsford 62487) would be pleased to discuss the posts and arrange for an informal visit to the school.

Closing date: 11 August, 1978.

Application forms from the Director of Social Services, Kensal House, 77 Springfield Road, Chelmsford.

Essex County Council

COLLEGES OF HIGHER EDUCATION continued

SOUTH GLAMORGAN

COUNTY OF SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION

FACULTY OF TECHNOLOGY

DEPARTMENT OF PRINTING

LECTURER, Grade I, in MACHINE PRINTING required as soon as possible. Candidates should have appropriate qualifications, particularly in Lithographic Printing and Platemaking. A wide industrial experience would be an advantage, as would teaching experience. A knowledge of the Welsh language would also be helpful.

Salary: £3,192 to £5,334.

Further particulars and application forms are available from the Deputy Principal, South Glamorgan Institute of Higher Education, Llandaff Centre, Western Avenue, Cardiff CF5 2YB, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

SOUTH YORKSHIRE

DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF MINING AND MINERAL RESOURCES ENGINEERING

Required for September 1, 1978, or as soon as possible thereafter—LECTURER II in MINING, to teach mining engineering subjects to a variety of advanced mining and associated courses and to participate in general administration and other duties.

Applicants should possess a degree in mining engineering together with a mine managers certificate and have experience in the coal mining industry.

Salary Scale £4,101 to £5,658.

Closing date for application is ten days from the publication of this advertisement.

Please send stamped addressed envelope for application form and post particulars to: The Principal, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster, South Yorkshire DN1 3EX.

WEST SUSSEX

INSTITUTE OF HIGHER EDUCATION

Two Year Temporary Appointment as LECTURER in EDUCATION and MATHEMATICS

Applications are invited for the above temporary post from candidates who have recent experience of teaching in schools and who can contribute both to courses in Mathematics and Education.

Salary: Lecturer II £4,101 to £5,658.

For further details and application forms write to: The Director, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, Sussex.

Colleges of Education

KENT

STOCKWELL COLLEGE OF EDUCATION

The Old Palace, Rochester Avenue, Bromley, Kent BR1 3DH

Required September, 1978, PART-TIME TUTOR in PHILOSOPHY of EDUCATION for B.Ed. Degree and Certificate in Education courses. Experience in secondary education an advantage.

Application forms, obtainable from Chief Clerk at the above address, [illegible] accompanied by a letter and returned to the Principal as soon as possible (Tel. 01-460 9944).

Adult Education

BERKSHIRE

(Royal County of)

READING ADULT EDUCATION SERVICES

(Re-advertisement)

ADULT LITERACY ORGANISER

Applications are invited for the LECTURER II post of ADULT LITERACY ORGANISER as soon as possible. The person appointed will be required to administer the Adult Literacy Scheme and share in teaching and training activities.

Application forms and further particulars are available from the Head of Adult Education Services, Mansbridge House, [illegible] College Road, Reading. Completed forms should be returned within 14 days of this advertisement.

Community Homes and Associated Institutions

Headships and Deputy Headships

BRENT

(London Borough of)

ST. BENEDICT'S COMMUNITY HOME

Wokefield Park, Mortimer, Reading, Berks

SECOND DEPUTY PRINCIPAL (SOCIAL WORK)

St. Benedict's is about to complete its re-development with the provision of a 5th House Unit. Each House Unit can receive a maximum of 12 boys (Total 60) and the present age range is 14 to 18 years (under review). St. Benedict's is a Region 8 resource, and is administered by the London Borough of Brent on behalf of the London Boroughs. The 5th House Unit will take on a specialist function with responsibility for all admissions via the Regional Assessment Centres. It will combine this function with that of a Working Boys Hostel for those boys placed in a full-time working situation as the final phase in their treatment programmes before returning to the wider community.

Applications are invited from persons with appropriate qualifications and experience to take responsibility for organisation of this Unit, and also assume seniority within the total establishment which will be shared with the Principal and 2 Deputy Principals (Education and Social Work).

Salary: J.N.C. Scale for Former Approved Schools and Remand Homes, Group III, Second Deputy, £5,640 to £5,768 p.a. inclusive.

Housing: 3 bedroomed family house with garage available on Service Tenancy Agreement of £340.60 per annum.

For discussion and/or visit contact the Principal (Mr J. W. Fenwick). Telephone number Mortimer (0734) 332391.

Application forms from the Administration Manager, Room 705, Brent House, High Road, Wembley, Middlesex, returnable 10th August.

Telephone 01-903 0271 (24 hour Answering Service). Reference Number [illegible]

Other Appointments

BLACKPOOL

RE-ADVERTISEMENT

LANCASHIRE SOCIAL SERVICES DEPARTMENT

THE FYLDE SCHOOL

Normoss Road, Blackpool, [illegible]

Telephone Poulton-le-Fylde [illegible]

Fylde School is a Community Home for 120 boys who have been committed to residential care by the Courts and pose behavioural difficulties.

(1) INSTRUCTOR in HORTICULTURE.

Salary Scale £2,565-£4,725 plus supplements or Burnham Grade I (Salary scale is dependent on qualifications).

Applicants must have undergone a successful course or courses at an Agricultural College or similar institution and must also possess a NCA, NDA or NCH qualification as appropriate, and they should be capable of teaching their subject to a group of boys and be sympathetic and understanding in this challenging work.

(2) FARM ASSISTANT

Salary Scale RCCO 4 £2,607-£3,096 plus supplements.

Applicants should be capable of working to the Farm Bailiff-Instructor and assisting the management of a group of boys.

The school farm is approximately 105 acres and specialises in dairy work. Other mixed farming activities are carried out and both the Farm Bailiff and Assistant are supported by a Farm Herdsman.

Single or married accommodation is available for which deductions are made.

For informal enquiries contact the Headmaster.

Application forms are available from the Headmaster.

Closing date: 11th August, 1978.

SUNDERLAND

(Borough of)

SOCIAL SERVICES DEPARTMENT

Required at:

WELLESLEY NAUTICAL SCHOOL, Blyth, Northumberland

which is a Community Home for 90 boys aged 14½ to 17 years.

SEAMANSHIP TEACHER/INSTRUCTOR

Salary (a) Burnham Scale 1 (if qualified teacher) £2,964 to £4,662 per annum, plus £564 per annum Approved School Allowance, plus £879 per annum extraneous duties allowance. (Those latter two under review).

or

(b) With Masters Certificate or similar qualification, Scale £3,276 to £4,641 plus £879 per annum extraneous duties allowance (under review).

Annual leave eight weeks plus two days.

The person appointed will give theoretical and practical instruction to small groups of boys in classrooms and on board the training vessel. He will also be involved in the recreational and sporting programme.

Modern centrally heated three bedroomed house with garage is available at an annual rental of £246.60.

Generous removal expenses and disturbance allowance are available.

HORTICULTURE TEACHER/INSTRUCTOR

Salary Scale for a qualified Teacher is Burnham Scale 1, viz.: £2,964 to £4,662 per annum, plus £564 per annum approved school allowance, plus £879 per annum extraneous duties allowance. Those latter two with O.N.D. Horticulture or equivalent, viz.: £3,276 to £4,641 per annum, plus £879 per annum extraneous duties allowance (under review). Extraneous duties consists of two evenings per week and one weekend in three.

Annual leave entitlement is eight weeks plus two days.

The person appointed will give theoretical and practical instruction to small groups of boys and to supervise the work of the groundsmen and boys in the maintenance of the grounds.

Apart from practical experience and qualifications in horticulture, experience in instructing and an interest in deprived adolescents and their recreational activity is an advantage.

Modern, centrally heated house and garage or generous removal expenses and disturbance allowances available.

Informal enquiries and visits welcomed. Ring Captain R. D. Swanston, Blyth 2773.

Application forms and job specifications are obtainable from the Staffing Section, Room 2.65, Social Services Department, Town Hall and Civic Centre, Sunderland, SR2 7DN, or by telephoning Sunderland 76161, extension 216.

Closing date for the return of completed application forms is 11th August, 1978.

L. A. Bloom, Chief Executive.

Assessment Centres

HAMMERSMITH

(London Borough of)

SOCIAL SERVICES DEPARTMENT

STAMFORD HOUSE REGIONAL ASSESSMENT CENTRE

206 Goldhawk Road, London, W.12.

Stamford House has undergone a functional restructuring into three autonomous units—Remand, Assessment and Secure Accommodation—under the overall direction of the Principal. As a result of a promotion there is a vacancy for a

DEPUTY HEAD OF ASSESSMENT

For this post we require a man or woman with a teaching qualification, able to take responsibility for the educational aspects of the Assessment Unit comprising 60 boys. The person appointed must be able to take charge of the Unit in the absence of the Head of Assessment, and experience of residential work with disturbed children would be an advantage.

In addition to child care and teaching staff, there is support from other specialist staff with a wide range of professional skills.

The salary is in accordance with Schedule 7 of the JNC for Former Approved Schools and Remand Homes: £5,640-£5,909 per annum.

This is a resident post. Married or single accommodation available.

Application form and further details from: Staff Section, Social Services, Old Town Hall, Fulham Broadway, London, SW6 1ET. Telephone 01-385 1212 extension 3584.

Informal enquiries to the [illegible]

OXFORDSHIRE

COUNTY COUNCIL

SOCIAL SERVICES DEPARTMENT

TEACHING

YARNTON HOUSE OBSERVATION AND ASSESSMENT CENTRE

Required as soon as possible TWO TEACHERS (Scale 1 plus Special Schools allowance).

This is an Observation Centre for 20 children situated in the village of Yarnton, Nr. Oxford.

Applicants should be secondary trained and ideally with experience of maladjusted children although it is not essential.

For an application form and further particulars please contact the Director of Social Services, 27 Park End Street, Oxford OX1 1HU.

SUNDERLAND

(Borough of)

SOCIAL SERVICES DEPARTMENT

EMSWORTH HOUSE OBSERVATION AND ASSESSMENT CENTRE

(22 boys and girls)

SENIOR TEACHER, salary scale, Burnham Grade 2(8).

Duties include the overall responsibility for the teaching programme including supervising two teaching staff, the organisation and supervision in the classrooms of the Centre. Compilation of reports, advice and recommendations as a senior member of staff are important to the Assessment Procedure leading to decisions in placement of children. Applicants will need to have experience, and an enthusiastic wish to promote and partake in outdoor nature studies and pursuits with children—many of whom are needing the individual and remedial approach.

Co-ordinated efforts with members of child care staff are a desirable part of the whole effort covering each child's stay in the Centre.

Usual five-day week, 8 weeks plus 2 days annual leave. This is a non-resident post.

Application form and job specification obtainable from Social Services Department, Staffing Sub-Section, Room 2.65, Town Hall and Civic Centre, Sunderland SR2 7DN, or by telephoning Sunderland 76161, extension 216.

Closing date for the return of completed application forms is 11th August, 1978.

L. A. Bloom, Chief Executive.

Youth and Community Service

AVON COUNTY

EDUCATION SERVICE

DISTRICT YOUTH OFFICER

(Full-time)

To be located at the Woodspring District Youth Office, Nailsea, to cover the Woodspring area.

Salary Scale, SMR (13-17) £4,398 to £4,902 plus £312 per annum. Supplement and Phase II pay award.

Further details and application form, returnable by 11th August, from Director of Personnel (Tel. Bristol 298066), Avon House, P.O. Box 11, The Haymarket, Bristol, BS99 7DE.

Please quote ref. no. EDU 1510.

BUCKINGHAMSHIRE

COUNTY COUNCIL

BEACONSFIELD/CHILTERN DIVISION

EDUCATION WELFARE OFFICER

Applications are invited for the above post on Social Worker Salary scale, £3,079 to £4,368 per annum (with a bar at £3,831) plus £150 per annum fringe allowance.

Progression beyond the bar is dependent on possession of appropriate qualifications. Preference given to experienced or qualified applicants. Opportunities for in-service training provided. Essential car-user allowance payable.

Application forms (S.A.E. please) obtainable from the Divisional Education Officer, 25 London Road West, Amersham, Bucks.

Closing date: August 11.

CAMBRIDGESHIRE

PETERBOROUGH AREA

Applications are invited for the post of COMMUNITY EDUCATION TUTOR at Bushfield Community School, Orton Goldhay, Peterborough. The post is required from September, 1978, or as soon as possible thereafter.

The Community Education Tutor will work with the Principal of the Senior Community Education Tutor in the planning, development and supervision of community education in the Orton Township, Peterborough. The salary will be in accordance with the scale Burnham F.E., Grade I.

Application forms and further details can be obtained from the Area Education Officer, Area Education Office, Touthill Close, City Road, Peterborough.

Completed application forms should be returned by August 11, 1978.

CAMBRIDGE Y.M.C.A.

ASSISTANT DIRECTOR

Applications are invited from persons of Christian commitment and recognised qualifications and experience in youth and community work or equivalent for the post of ASSISTANT DIRECTOR with special responsibility for programme and membership development.

Cambridge Y.M.C.A. is a superb new complex, namely a two-storey social and community unit, linked to a 150 bed mixed student residence.

An imaginative approach to community work and programme is required as the post offers considerable development opportunities with a wide range of age groups.

Salary and conditions: JNC Scale 3, £4,293/£5,223.

Applications, giving qualifications, experience and two referees to: The Director, Y.M.C.A., Queen Anne House, Gonville Place, Cambridge CB1 1LY.

CUMBRIA

EDUCATION COMMITTEE

YOUTH AND COMMUNITY WORKER

Maryport, Cumbria

Required as soon as possible, a YOUTH and COMMUNITY WORKER for Maryport and District, to be based at Netherhall Comprehensive School.

The post requires skills in working with adults as well as young people and is a challenging position offering opportunities to a person who is experienced in youth and community work. The salary scale is that of the Joint Negotiating Committee for Youth Leaders and Community Centre Wardens (Twelfth Report), Range 3(c), points 3-7. Currently £4,557 to £5,091 per annum.

Further particulars and application forms available from and returnable to the Director of Education, 5 Portland Square, Carlisle, by August 11, 1978.

HERTFORDSHIRE SOCIAL SERVICES

STEVENAGE ASSESSMENT CENTRE, Six Hills Way

ASSISTANT TEACHER

Salary Scale Burnham 2 inclusive of Supplements.

This purpose-built Observation and Assessment Centre for boys and girls in care has been open for two years. It has 20 places for residential assessment, an eight-place short-term treatment unit, a two-place secure unit and there is provision for four day assessment places.

In order to complete our team of four teaching staff we are now looking for a general subjects teacher who, ideally, can offer arts, crafts and games for boys. Though the Centre takes children of the full school age range, the majority are adolescents. Experience with disturbed and difficult children would be an advantage. The Centre's school unit is well equipped and the post offers scope for a teacher with enthusiasm and initiative. The successful applicant would be involved in the Centre's educational assessment and in developing the school's curriculum.

Informal enquiries may be made to the Officer in Charge, Mr. M. O. Wood, telephone Stevenage 66344.

Please quote reference B.44.

PISHIOBURY C.H.E., Sawbridgeworth

A TEACHER

is required at this Community Home with Education on the premises for 70 boys aged 12-16 years.

The person appointed will join a team of seven teachers and will be able to create a positive and enthusiastic approach to help boys, some emotionally disturbed, delinquent and socially deprived.

There is educational provision at the school for remedial education level up to C.S.E. standard. The post would involve the teaching of General Subjects and an interest in [illegible] horticulture or music could be an advantage.

Excellent facilities available.

A modern semi-detached centrally heated house is available for which rental is charged.

The salary scale for this post is Burnham 1 inclusive of Supplements plus £564 Approved Schools Allowance and £150 Fringe Area Allowance all per annum.

This post also involves participation in the total life of the school community averaging a minimum 15 hours' extraneous duty for which an allowance of £879 per annum is paid.

Interested persons are welcome to visit the school informally, please telephone the Principal, Mr. F. R. White, Bishop's Stortford [illegible].

Please quote reference B.45.

Closing date 14th August, 1978.

Have you thought of changing your career?

Are you interested in working with the mentally handicapped? We have a vacancy for an Instructor at Butterwick Adult Training Centre, Hill End Lane, St. Albans, at a salary of £2758-£3615 per annum (qualification bar at £3449) inclusive of Fringe Area Allowance and Supplements.

Adult Training Centres aim to offer mentally handicapped adults a balanced programme of work, education and social training and we would be very happy to consider people with a teaching background for this post.

Please quote reference M.42.

Further details and application forms can be obtained from the Director of Social Services, County Hall, Hertford, telephone Hertford 54242, extension 5230, for posts reference M.42 or 5546 for posts reference B.44 and B.45.

Closing date 14th August, 1978.

YOUTH AND COMMUNITY SERVICE continued

EALING

(London Borough of)

EDUCATION SERVICE

COMMUNITY CENTRE WARDEN

Greenford Community Centre

Salary, JNC 2, currently £3,075 to £4,824 per annum inclusive

Candidates should possess good organising skills, have wide ranging interests, be acceptable to people of a widely varied background, be fitted by education and experience to develop and maintain informal educational and recreational activities and should possess qualifications and experience which will enable them to be accorded qualified status under the relevant JNC report.

Subject to Conditions the Council offer 100 per cent removal expenses, legal and estate agents fees up to £300, a lodging allowance, and season ticket loans.

Application forms and further details available from the Chief Education Officer, Hadley House, 79/81 Uxbridge Rd., Ealing, London W5 5SU. To be returned within fourteen days of the appearance of this advertisement.

GLOUCESTERSHIRE

YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified persons for the post of WARDEN/LEADER (with some adult education work) based at Moreton-in-Marsh Youth Centre.

Salary: £4,293 to £4,827 in accordance with Range 3 (1-5) of the J.N.C. Conditions of Service for Youth Leaders and Community Centre Wardens.

Further details and application forms from the Chief Education Officer, Staffing Room 135, Shire Hall, Gloucester, GL1 2TP.

Closing date 14th August, 1978.

HERTFORDSHIRE

COUNTY COUNCIL

MID HERTS DIVISION

Candidates are sought for post of YOUTH and COMMUNITY WORKER in Potters Bar. Position carries particular responsibility for staff and programme development at the purpose-built voluntarily managed Oakmere Centre and includes liaison with other groups in the area and work with local Secondary School. Interest in and knowledge of the Duke of Edinburgh's Award Scheme an advantage.

Salary: J.N.C. Range 3A—£3,903 by £117 (1) by £123 (3)—£4,389 plus London Fringe Allowance of £150 per annum. Addition for longer training and/or higher qualification £180 per annum.

Housing: may be provided under certain circumstances.

Further particulars and application form from the Youth & Community Office, Mid Herts College, Welwyn Garden City, Herts. Telephone Welwyn Garden 26318. Closing date: 14th August.

ISLE OF WIGHT

COUNTY COUNCIL

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

Appointment of full-time ASSISTANT YOUTH LEADER: Newport Youth and Community Centre

ASSISTANT YOUTH LEADER is required as soon as possible at the Newport Youth and Community Centre to work under the direction of the Area Youth and Community Officer.

Salary: J.N.C. 12th Report (1977): Scale 1/2; starting salary according to qualifications and experience.

Application forms and further details (S.A.E.) can be obtained from the County Education Officer, County Hall, Newport, to whom they should be returned as soon as possible.

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

ASHFORD DIVISION

ASHFORD, DUNCAN BOWEN SCHOOL

(Boys and girls; roll 1,260)

Stanhope Road, Ashford

YOUTH TUTOR, Scale 3, required September, 1978. Duties involve half-time teaching, plus running extended day activities.

Applications by letter, to the Headmaster.

KENT

BROMLEY AND DOWNHAM BOYS' CLUB

Bromley, Kent

Experienced full-time SPORTS and ACTIVITIES OFFICER required as DEPUTY to full-time Leader for a large flourishing voluntary Boys' Club with girls' section. Excellent club premises in pleasant surroundings adjacent to Downham Housing Estate. A good opportunity for young man interested in a career in youth work. JNC Conditions.

Scale 1 £3,171 plus London Weighting £297.

Full details and application form from S. O. Tennant, 387 Rangefield Road, Bromley, Kent.

LIVERPOOL

SENIOR YOUTH TUTOR

NETHERLEY COMPREHENSIVE COMMUNITY SCHOOL

Childwall Valley Road, Liverpool, L27 3YA

Applications are invited for this post in this purpose-built (1970) Comprehensive School, developed as a Community School since 1970. The member of staff would be a member of a team operating under the auspices of the school Further Education, Youth and Community Department. The member of staff would be expected to fulfil a daytime commitment of three or four sessions, but with the emphasis on evening sessions and occasional weekend commitments. As the Deputy Head of Department particular responsibility would entail the development of activities for the 13-plus age group and liaison with the community activities programme.

Holiday entitlement statutory Burnham, but as the school is open for 50 weeks in the year holidays are taken on a staggered basis. Salary scale: F.E. Lecturer Scale II.

Forms obtainable from (S.A.E.) and returnable to the Head Teacher at the school.

City of Salford

EDUCATION DEPARTMENT

YOUTH LEADER

£4,557-£5,091 p.a. (Range 3 Points 3 to 7) Inclusive of supplements

Applications are invited from suitably qualified and experienced persons for the above post at the Peter Green Youth Centre, Corporation Street, Salford 3. Further particulars are available on application.

Post Reference: 2928/TES.

This post is permanent, superannuable and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications.

Please write or telephone 061-793 3158 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 2BN, to whom they should be returned by 11th August, 1978.

KENT COUNTY COUNCIL

Youth and Community Service Worker

CANTERBURY

at the Longbridge Leisure Centre, a well established youth centre in an attractive part of Kent. The appointment as second Youth Worker in this large Centre offers additional experience for newly qualified or experienced Youth Workers, and in-service training. Assistance with removal, lodging, resettlement and legal expenses in approved cases. Salary in JNC scale 1 or 2 depending on experience.

Further details and application form returnable by 11 August from the Divisional Education Officer, 78 London Road, Canterbury. Denis Prior, Divisional Youth Officer, will be available on Canterbury 66722 if you wish to know more about the post.

LONDON, N.1

CROWN AND MANOR (BOYS') CLUB

Hoxton, London, N1 5DH

Experienced full-time YOUTH WORKER required at short notice by long-established Boys' Club. Excellent premises and thriving activities. Preference given to qualified applicants. Salary and conditions: J.N.C. Scale 3.

Write immediately for particulars and application form to the Hon. Secretary, Mr. A. Llewellyn Smith, M.B.E., 1 Ockley Road, Streatham, London, SW16 1UG (telephone: 01-769 2803).

LONDON, N.W.5

New position—ACTIVITIES WORKER. Activities Worker required for the Inter-Action Centre in Kentish Town. Responsible for the maintenance and development of a large number of evening and daytime activities as well as actively promoting new ones. Emphasis of work is on setting up self-managing clubs in response to local demands. Youth work and administration or similar related skills essential. The ideal person might be in their late 20s, single, flexible and ambitious for non-doctrinal social change. Some knowledge of statutory funding bodies desirable.

For further information contact: Audrey Bronstein or Jim Donovan at Inter-Action Trust, 15 Wilkin Street, London NW5 3NG. 01-485 0881.

LONDON, N.W.5

COMMUNITY RESOURCE WORKER. Inter-Action is a community organisation with varied projects ranging from fringe theatre to City Farms, now housed in a purpose-built community resource centre in Kentish Town, London, N.W.5. We are looking for an imaginative youth and community worker to co-ordinate, develop and promote the use of our resources amongst voluntary and statutory community groups in the Borough of Camden. An understanding of local authority and voluntary structures would be useful along with an ability to understand the needs of other groups (of all ages and interests) and provide creative solutions to their problems. We pay ourselves equally (though not highly), we are concerned with enterprise for social ends and we are committed to imaginative action for social change.

Further details from Jim Donovan or Audrey Bronstein, Inter-Action, 15 Wilkin St., London NW5 3NG. 01-485 0881.

MID GLAMORGAN

BRIDGEND YMCA

Requires GENERAL SECRETARY for a thriving Association with a mixed membership of 800 of all ages. Considerable paid and voluntary leadership, running successful physical programme. Strong links with local community, churches and L.E.A. Areas of expansion with social based youth work.

Salary: JNC Grade 3.

Applications to: Chairman, YMCA Angel Street, Bridgend, Mid Glam. Closing date: 5th August.

NEWCASTLE upon Tyne

JOHN BOSTE YOUTH CENTRE

Applications are invited from suitably qualified persons for the post of FULL-TIME ASSISTANT YOUTH and COMMUNITY WORKER.

Salary Scale: JNC2, £3,471 to £4,122.

This is a large well established centre, offering a wide range of activities.

Application and job description forms from Mr. A. Kenney, John Boste Youth Centre, Philipson Street, Walker, Newcastle upon Tyne, NE6 3AR.

NEWHAM

(London Borough of)

EDUCATION DEPARTMENT

YOUTH SERVICE

DEPUTY WARDEN—EASTLEA CENTRE

Applications are invited from qualified TEACHERS with youth work experience for the post of TEACHER/LEADER of the above L.E.A. centre which caters for the needs of a wide range of young people. This centre is an integral part of Eastlea Comprehensive School.

Salary in accordance with J.N.C. Scale 3 for Youth and Community Workers, £4,293 to £4,827 per annum, plus £402 London Weighting allowance.

Application forms for the post and details of duties are obtainable from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

Closing date: 14 days from the appearance of this advertisement.

J. S. Wilkie, Director of Education.

NORTHAMPTONSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

Appointment of YOUTH and COMMUNITY WORKER

BECTIVE YOUTH CENTRE

Applications are invited from qualified YOUTH and COMMUNITY WORKERS or TEACHERS, with relative experience for this post based on the Bective Youth Centre at Bective Middle School. The person appointed will be responsible, as part of a team, for the social education of young people and the development of the community in the area served by the school.

Salary is in accordance with the Joint Negotiating Committee Scale for Youth Leaders Scale II £3,471-£4,423. Starting point according to experience.

Forms of application and further particulars may be obtained from the Youth and Community Section, Education Department, Northampton House, Northampton. Completed application forms should be returned within 14 days of the appearance of this advertisement.

M. J. Henley, County Education Officer, 13th July, 1978.

NORTH YORKSHIRE

COUNTY COUNCIL

TADCASTER GRAMMAR SCHOOL

YOUTH TUTOR

Applications are invited for the above post from qualified TEACHERS and/or qualified YOUTH WORKERS.

The successful applicant will be responsible for developing the Social Education of young people within the school and the community served by the school. There is a thriving Youth Centre based in Tadcaster as well as a range of voluntary organizations.

Salary Scale 3 of the 1978 Burnham Primary and Secondary Report—Casual Car Users Allowance.

Application forms and further details are available on receipt of a stamped addressed envelope, from the County Education Officer, County Hall, Northallerton, DL7 8AE.

The closing date for applications is 14th August, 1978.

OXFORD CITY (North)

Requires a YOUTH WORKER to support and develop the activities of a lively Community Association. This new post, for one year with the possibility of extension, would suit those who would enjoy starting new activities and working with all ages. J.N.C. salary and conditions of employment.

For further details write to N.C.A., Ferry Centre, Summertown, Oxford.

SOLIHULL

(Metropolitan Borough of)

EDUCATION COMMITTEE

APPOINTMENT OF YOUTH LEADER

Applications are invited from suitably qualified men and women for the post of YOUTH LEADER at Coronation Youth Centre established since 1972. Duties to begin on 1st September, 1978, or as soon as possible thereafter.

Salary Range 3 and Conditions of Service are in accordance with the Recommendation of the J.N.C. Report for Youth Leaders and Community Centre Wardens.

Further particulars and application forms which should be returned as soon as possible, and not later than 14th August, 1978, may be obtained from the Director of Education, Education Department, P.O. Box 20, Council House, Solihull, on receipt of stamped addressed envelope.

STAFFORDSHIRE

COUNTY COUNCIL

EDUCATION COMMITTEE

YOUTH AND COMMUNITY SERVICE

RUGELEY YOUTH CENTRE

Applications are invited from qualified persons for the post of full-time YOUTH and COMMUNITY WORKER at the above centre.

Salary within J.N.C. Range 3 points 1 to 5 plus supplements.

Application forms and further particulars from: The County Youth and Community Officer, Education Office, Tipping Street, Stafford, ST16 2LP. Tel.: Stafford 3121.

Closing date 11th August, 1978.

SUTTON

(London Borough of)

EDUCATION DEPARTMENT

FULL-TIME YOUTH WORKER

J.N.C. 3 (Points 3-7) £3,854-£4,128 plus £267 London Weighting, and salary supplement of £312 and up to a maximum of £180 per annum. An allowance where applicable, for longer training/higher qualifications is paid. Casual car user's allowance.

Required on September 1, 1978, or as soon as possible thereafter, at the Roundshaw Youth Centre which is a maintained Youth Centre serving the needs of the Roundshaw Housing Development and adjacent areas. This post also involves membership of the authority's professional team in the local Youth and Community Service. Sutton is equally accessible to Central London and Surrey countryside.

Consideration may be given to assistance with removal and legal expenses and to disturbance and lodging allowances.

Application forms and further details obtainable from Director of Education, The Grove, Carshalton, Surrey. Tel. 01-661 5749.

Closing date August 18, 1978.

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

Applicants should be suitably qualified and experienced TEACHERS and YOUTH WORKERS for the post of YOUTH TUTOR at Featherstone High School.

The Youth Tutor will be responsible for developing the School based Youth Work assisted by a staff of part-time Youth workers and will be closely involved in the development of the school's social education programme. The Youth Tutor will also liaise with the statutory and voluntary Youth Groups within the catchment area of the school. The post offers ample scope for individual enterprise and initiative, and the development of the 1973/74 report for teachers in Primary and Secondary Schools, together with a "casual" user car allowance.

Requests for application forms and further details (accompanied by a S.A.E.) should be addressed to The Education Department, 8 Bond Street, Wakefield, to be returned by 11.8.1978.

WEST SUSSEX

NORTH EASTERN AREA

THOMAS BENNETT SCHOOL

Required September, part-time HUMANITIES TEACHER.

See under Secondary Humanities.

Overseas Appointments

WEST GERMANY

Vacancy for the Post of LEKTOR for ENGLISH at a German Teachers' Training College for the academic year 1978-79. Duties comprise 20 hrs. English supervision per week. Subjects covered: Literature and Landeskunde. Duties will include essay writing and vocabulary exercises, commencing 16th October, 1978. Candidates required with teaching experience in higher education and with knowledge of German. Qualifications required: B.A. in English or Modern Languages. Salary around £3,000 to £4,000 p.a., good holidays, non-resident.

Application together with the names of two referees and a curriculum vitae with details of qualifications should be sent as soon as possible to [illegible] D-7 Stuttgart [illegible], West Germany. Interviews in London in August (or September).

FINLAND

ENGLISH LANGUAGE KINDERGARTEN IN FINLAND

Requires native ENGLISH-speaking TEACHER from [illegible] 1978, to May 31st, 1979. Children's age-range four to six in two groups, total approx. 30. [illegible] hour week. Salary [illegible] approx. 1,700 Finnmarks per month. (Current rate £1 equals [illegible].) Accommodation, if needed, provided free of charge [illegible]. Travel expenses UK-Finland-UK paid for appointee.

Please send the applications with full curriculum vitae and recent photograph to: Mrs. [illegible], [illegible], Valkeakoski [illegible], Finland, before 5th August.

CONTINUED ON PAGE 40

AUSTRALIA

Queensland Agricultural College

A multi-discipline College of Advanced Education

APPLICATIONS are invited for appointment to the position of:

Head of the Department of Biological Sciences

THE COLLEGE is located some 90 km west of the capital city of Brisbane and some 50 km east of the large provincial city of Toowoomba.

QUALIFICATIONS AND DUTIES: Applicants should be appropriately qualified academically and should have had academic, research and/or industry experience of relevant and satisfactory nature. Other qualifications desired are qualities of initiative and leadership, organisational and administrative ability, an appreciation of educational philosophies and practices in advanced education and general personal suitability. The appointee will be responsible to the Director and will be required to assist generally in the development of the Department. The subject areas for which the Department is responsible include agricultural chemistry, soil science, agricultural botany, crop physiology, plant breeding and plant protection.

The Department is located in modern, well-equipped buildings.

SALARY: The current rate of salary is:

Per Annum	Per Fortnight
$25,834.00	$990.40

APPLICATIONS containing full particulars of name, address, telephone number, date of birth, marital status, qualifications, present employment and experience and the names of two referees, should be forwarded to reach the Official Secretary, Office of the Agent General for Queensland, 392 and 393 Strand, LONDON WC2R 0LZ, by not later than 2nd September, 1978.

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER (SCHOOLS)

£6732-£7476 p.a. + £312 p.a. Supplement

Applications are invited for the above post which has become vacant due to the appointment of the present holder as Assistant Director of Education in another Authority.

Please telephone 061-330 8355 ext. 2 for application form and full details of the duties involved which in the main are associated with the administration of 130 primary, secondary and nursery schools.

Applicants should have appropriate professional qualifications and proven managerial ability in an Education Department. Teaching experience in primary and secondary education preferred.

Car allowance payable. Generous assistance with relocation expenses in appropriate cases.

Closing date 11th August.

YOUTH AND COMMUNITY SERVICES

NEIGHBOURHOOD YOUTH AND COMMUNITY WORKER—Hattersley, Hyde

Salary on a five-point scale within range 3 £4293-£5223 pa depending on experience

We require a qualified and experienced Youth and Community Worker to work with people of all ages on this large estate of some 17,000 people. The job will be *tiring, frustrating, and anxiety-creating but can also be very stimulating and rewarding for the right person with a real concern for folk yet able to keep both feet on the ground.*

For an informal chat please ring Arthur Clay, Principal Youth and Community Officer 061-330 8300 ext 281/282.

YOUTH AND COMMUNITY SERVICES

WORK WITH UNATTACHED, ALIENATED YOUNG PEOPLE

Can you make face to face contact with young people with problems, those who are not always in touch with recognised agencies—the unclubbable can't copes, between the ages of 14-20 years. Tameside will be appointing for an experimental period of five years, with possibilities for extension, under the urban aid programme No. 17, three (3) workers with specific brief to work at bringing together young people in three stress areas of the authority. The work will involve close liaison with a specified school and youth centre within a closely defined geographical area.

Salary scale within range 3 according to experience.

For an informal chat please contact Arthur Clay, Principal Youth and Community Officer on 061-330 8300 ext. 280/281.

Application forms and further details for all the above posts from Chief Personnel Officer, Mercian House, Mercian Way, Ashton-under-Lyne, Greater Manchester, Tel: 061-330 8355 ext. 2, to be returned by 15th August, unless otherwise stated.

Teacher
(Technical Subjects)
Hong Kong

- 25% gratuity on salary
- Low tax area
- Free medical treatment
- Free passages

Applications are invited for a teacher post in the Technical Subjects Department of King George V School in Hong Kong. The successful candidate will teach Design and Technology throughout the school and help organise extra-curricular activities.

Applicants should preferably be under 45 years of age and have EITHER a Teacher's Certificate obtained after a 3-year full-time course of training in the United Kingdom specialising in Design and Technology, with some knowledge of technical drawing; OR a British university degree majoring in Design and Technology, preferably with honours and a Diploma in Education. Candidates with equivalent qualifications will also be considered and preference will be given to those

Up to £7,720 p.a.

- Generous terminal leave
- Subsidised accommodation
- Education allowances
- Holiday visits for children

who have several years' relevant post-qualification experience and who can teach the subject up to GCE 'A' level.

The appointment will be for an initial period of 2½ years. The salary scale for the post is from HK$2,995 to HK$5,595 per month (approximately £4,130 to £7,720 p.a.*). Starting salary will depend on the successful candidate's established position on the Burnham scale.

For further information and an application form, write to the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB, quoting reference ED/T (D1) at the top of your letter. Closing date for return of application forms: 16 Aug. 1978.

*Based on exchange rate HK$8.70=£1.00. This rate is subject to fluctuation.

Hong Kong Government

TEFL/ESP opportunities with the British Council in Iran

I SCIENTIFIC ENGLISH STUDY SKILLS PROJECT
TABRIZ

Senior Instructor/Instructor (ESP), British Council/University of Azarabadegan, Tabriz. Duties under contract between British Council, University of Birmingham and University of Azarabadegan to teach ESP in the Faculties of Medicine and Engineering.

SENIOR INSTRUCTOR
(78 HO 162)

Responsible for day-to-day running and design of ESP programme for the Faculty of Medicine and detailed in-service training; to teach 16 hours per week.
Qualifications: Degree plus MA in Applied Linguistics (or equivalent in Science Education) plus 6 years' relevant TEFL/ESP or Science Education/ESP experience. Single candidates or married candidates with no more than 2 primary-age children eligible.
Salary: £5,681-£6,577 pa tax-free.
Benefits: personal allowance; accommodation allowance of £2,750-£3,750 pa; baggage allowance £150-£400; installation grant £650-£1,400; children's local education fees; employer's portion of UK superannuation.

INSTRUCTOR
(78 HO 163)

To teach ESP in the Faculty of Engineering and/or Medicine 16 hours per week; to be involved with materials production and in-service training.
Qualifications: Degree plus postgraduate qualification in TEFL plus 4 years' experience of TEFL including some ESP. Single candidates only are eligible.
Salary: £5,000-£6,129 pa tax-free.
Benefits; accommodation allowance £1,750pa; baggage allowance £150; installation grant £450; employer's portion of UK superannuation. Two-year Sub Formula contracts, renewable.

II FERDOWSI UNIVERSITY SERVICE ENGLISH PROJECT
MESHED

This is a new project whereby the British Council and Birmingham University have undertaken to provide special English programmes within the English Department of Ferdowsi University for students of Medicine, Dentistry, Pharmacy and Optometry, Engineering and Agricultural Engineering.

INSTRUCTOR
(78 HO 99)

To teach up to 18 hours per week on the Special English programmes; to assist the Project Supervisor in design and selection of materials, detailed syllabus specification and methodological procedures; to teach up to 4 hours per week on the British Council Centre's programmes.
Qualifications: Degree plus teaching qualification and 4 years' relevant teaching experience, at least 2 years overseas in ESP. Single candidates only, preferred age range 25-35.
Salary: £4,589-£5,618 pa tax-free.
Benefits: accommodation allowance £1,000 pa; baggage allowance £150; installation grant £450; employer's portion of UK superannuation. Two-year Sub Formula contract, renewable.

III BRITISH COUNCIL CENTRES
LECTURER (GENERAL DUTIES)
TABRIZ (78 HO 38)
LECTURER (GENERAL DUTIES)
SHIRAZ (78 HO 39)

Duties to include some teaching, supplementary materials and tests writing, teacher training and supervision and some administration.
Qualifications: Degree, one-year University TEFL qualification, 5 years' relevant experience including 2 years' specialised TEFL experience of ESP or teacher training or administration are essential. Single candidates and married candidates with up to 2 dependent children of primary age are eligible.
Salary: £5,681-£6,577 pa tax-free.
Benefits: Personal allowance; accommodation allowance £2,750-£3,750 pa (Tabriz), £2,250-£3,250 pa (Shiraz); baggage allowance £150-£400; installation allowance £650-£1,400; children's local education fees; employer's portion of UK superannuation.

TEACHER OF ENGLISH
AHWAZ (78 HO 132)

Duties: to teach general English and/or English for Special Purposes in the new British Council Centre.
Qualifications: Degree plus RSA (TEFL) certificate/one-year TEFL diploma/International House Certificate and minimum 2 years' EFL teaching experience essential. Single candidates only eligible.
Salary: £4,059-£4,764 pa tax-free.
Benefits: Ahwaz allowance £609-£715 pa; free furnished accommodation; baggage allowance £150; employer's portion of UK superannuation.
All two-year Sub Formula contracts, renewable.

IV THE BRITISH COUNCIL/NATIONAL IRANIAN OIL COMPANY
AHWAZ (78 HO 133-135)
2 SENIOR TEACHERS AND 1 TEACHER

To teach English for Special Purposes to oil company employees and prepare materials; Senior Teachers also to do testing and course planning.
Qualifications: degree and 1-year postgraduate qualification in TEFL for all three posts plus 4 years' relevant experience for Senior Teachers; teaching certificate plus 2/3 years' relevant experience for teachers. Single teachers or married teaching couples preferred.
Salary: Senior Teacher—£5,000-£6,129 pa tax-free; Teacher—£4,059-£4,764 pa tax-free.
Benefits: Ahwaz allowance £750-£919 pa and £609-£715 pa respectively; free furnished accommodation; employer's portion of UK superannuation.
All two-year Sub Formula contracts, renewable.

Return fares are paid. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

La 3M Italia SpA
cerca per la sua scuola interna di lingua

English Language Teachers

si richiede–
– madre lingua
– conoscenza lingua italiana
– disponibilita ad una permanenza almeno biennale in Italia
si offre–
– vantaggiose condizioni economiche
– ambiente di lavoro moderno e dinamico
– corso di aggiornamento professionale presso una consociata europea
Sede di lavoro-Milano – Italia.
Inviare dettagliato curriculum vitae a-

3M

3M Germany GmbH Language Training Dept.,
4040-Neuss Carl Schurz Strasse 1, Dusseldorf,
Germany.

1478 1978 **Oxford University Press**

Marketing Representative – Scandinavia

The English Language Teaching Department is looking for a representative to promote its books to all outlets in Scandinavia and to report on market conditions. The job is initially based in Oxford and entails about five months travel a year. The person appointed will be required to advise on the feasibility of setting up an OUP office in Scandinavia and should be prepared to take up residence abroad within one year of being appointed.

The ELT Department is one of the fastest expanding sections of the Oxford University Press; a commercially-minded person with energy and ideas is needed to strengthen the marketing team. A thorough knowledge of English Language Teaching books and/or ELT experience is highly desirable and a knowledge of relevant languages would be an advantage.

The person appointed is likely to be under 35 and will be looking for an opportunity to advance his or her career. Salary, while based in the UK, will be between £4,000 and £6,000 p.a. depending on experience; salary when based overseas will be subject to negotiation.

Applications (with curriculum vitae and details of present salary) to L. R. Swanzy, Personnel Department, Oxford University Press (Publishing), Walton Street, Oxford OX2 6DP.

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Lecturers in Special Education — Kenya

To undertake initial and in-service Teacher Training of student teachers for special schools for disabled pupils. Applicants, aged 30-60, should have a Degree and Teachers certificate together with experience of preschool (nursery)/infant education including classroom teaching, and at least two years' experience of teaching in a Teacher Training College, preferably in UK. A wide knowledge of theory, and practical experience, in field of teaching the hearing impaired is desirable. Appointment three years.

Salary in range £5681-£8369 pa including allowance, normally tax-free, in range £3192-£5130 pa. Gratuity 25% pa of basic salary.

Primary Teacher — Botswana

To teach the full range of Primary subjects and participate fully in extra curricular activities. Applicants, under 55, should have a non-graduate Primary Teacher's Certificate and a minimum of two years' primary teaching experience. Appointment 30-36 months.

Salary (currently under review) in range £3853-£6893 pa including allowance, normally tax-free, in range £2412-£4104 pa. Gratuity 25% pa of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest-free car purchase loan of up to £1200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting ref 315J, stating post concerned, giving details of age, qualifications and experience to:—

ODM

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH

HELPING NATIONS HELP THEMSELVES

OVERSEAS TEACHING POSTS

SENIOR ENGLISH TEACHER
MUHARRAQ AND AL HOORA GIRLS' SCHOOL (COMMERCIAL SECTION)

HEAD OF ENGLISH DEPARTMENT
MANAMA GIRLS' SECONDARY SCHOOL

(BAHRAIN)

Qualifications: Candidates, women only, should be UK citizens and have a British educational background. A degree and teacher's certificate together with secondary school teaching experience are essential. Required for September 1978 or January 1979.

Salary: £4,233-£5,820 pa free of local taxation.

Benefits: Overseas allowance up to £677 pa; free furnished accommodation; annual passage-paid home leave. Two-year Sub-Formula, Direct Service contracts, renewable.

78 WS 90 (Muharraq)
78 WS 131 (Manama)

LECTURER IN ENGLISH METHODOLOGY AND TEACHING PRACTICE

(YEMEN)

Faculty of Education, University of Sana'a. Duties will also include some teaching in the English Department.

Qualifications: Degree in English or Modern Languages from a British university plus a teaching qualification, preferably TEFL, and five years' experience (including some overseas experience) in teacher training centres.

Salary: £5,681-£7,707 pa + 10% inducement.

Benefits: Free furnished accommodation; personal and children's allowances. Two-year KELT contract, renewable.

78 WU 93

TEACHER FOR GENERAL SCIENCE AND PRIMARY MATHEMATICS

(OMAN)

Royal Guard Regiment Boys' Technical School, Seeb. Candidates, men only, must be qualified teachers with two years' relevant experience.

Salary: £5,487-£7,317 pa tax-free.

Benefits: Free furnished accommodation; annual increment; terminal gratuity; annual passage-paid home leave. Two-year contract, renewable.

78 WS 69

INSPECTOR OF ENGLISH

(OMAN)

Ministry of Education, Batinah Coast. To inspect schools, organise in-service training for English Language Teachers and provide assistance with various aspects of ELT including materials production.

Candidates, men only, between 35-50, must have postgraduate qualification in TEFL or MA in Linguistics and TEFL experience, preferably in inspecting and teacher training.

Salary: £5,000-£6,129 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract.

78 WE 7

ASSISTANT PRIMARY TEACHER

(OMAN)

Muscat English-Speaking School. To teach general primary subjects in the Infant Department. Some extra-curricular duties and assistance with lower Junior classes.

Candidates, single men or women only, must be qualified teachers with UK primary school teaching experience.

Salary: £4,785 pa tax-free.

Benefits: Annual increment; free furnished accommodation; car allowance; annual passage-paid home leave. Two-year contracts, renewable. 78 WS 67-68

ENGLISH LANGUAGE TEACHING CONSULTANT

(LEBANON)

The English Section of the Centre for Educational Research and Development, Beirut.

Duties: curriculum development, materials production including radio and TV programmes. Pre-service and in-service teacher training.

Qualifications: candidates preferably 35-55 should have postgraduate qualification in Modern Languages/Linguistics with Dip TEFL. At least six years' overseas experience in all aspects of TEFL required.

Salary: £5,681-£7,707 pa + 10% inducement.

Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract.

78 WO 160

ENGLISH ADVISER

(BANGLADESH)

University Grants Commission, Dacca. To develop an effective ELT/ESP policy and strategy, especially at tertiary level, for Bangladesh in co-operation with the University Grants Commission.

Qualifications: Degree, MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.

Salary: £5,681-£7,707 pa + 10% inducement.

Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract.

78 PU 157

HEAD OF PHYSICS

(GHANA)

Ghana Secondary School, Tamale. To teach Physics to 'O' and 'A' levels and organise the teaching of the subject.

A degree in Physics and five years' teaching experience including 'A' level are essential.

A teaching qualification is desirable. Preferred age range 26-50.

Salary: £4,010-£5,580 pa.

Benefits: Free furnished accommodation; overseas and children's allowances; employer's portion of superannuation. Two-year Formula contract from September 1978 or January 1979, probably renewable.

78 TS 132

LECTURER IN ENGLISH

(CAMEROON)

University of Yaounde.

Duties: Lecturing in English Language with possible involvement in teacher training.

To lecture for and supervise the Postgraduate Diploma in English Studies.

Qualifications: Degree in English (or Modern Languages). Postgraduate qualification in English Language (preferably PhD) plus relevant experience and fluent French.

Salary: £5,681-£7,707 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract.

78 RU 46

LECTURER IN ENGLISH

(TOGO)

University of Benin, Lome. To teach English Language, Literature and British Institutions to 1st degree students and administer the 1st year English specialists.

A first degree in English or Modern Languages, a postgraduate qualification in TEFL and a knowledge of French are all essential.

Salary: £5,000-£6,129 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract from September 1978 or January 1979. 78 TU 91

LECTURER IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (TESL)

(KENYA)

Kenyatta University College, University of Nairobi. To devise and teach courses on language education and communications skills for DipEd/BEd students.

Degree, preferably in English or Modern Languages, plus MA in Applied Linguistics or a one-year university diploma in TEFL/TESL. At least five years' relevant experience, preferably at tertiary level, in the developing world is desirable.

Salary: £5,681-£7,707 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 HU 35

LECTURER IN EFL/ESP

(SUDAN)

Sudan English Language Teaching Institute, Khartoum. To prepare and teach EFL and ESP courses at intermediate and advanced levels for private and public sector employees.

Degree plus MA in Applied Linguistics (or one-year University Diploma in TEFL) and at least two years' relevant ESP experience.

Salary: £5,000-£6,129 pa + 10% inducement.

Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 HO 122

SENIOR LECTURER IN ENGLISH
(TEACHER TRAINING)

(HONG KONG)

English Language Institute, The British Council. Candidates should have an MA in Linguistics or a one-year postgraduate TEFL/TESL qualification plus at least five years' experience in TEFL/TESL which includes teacher training. Preferred age range 35+.

Salary: £5,681-£7,707 pa.

Benefits: Personal and accommodation allowances and other benefits. Two-year contract.

78 PO 161

TEACHERS OF ENGLISH

(ITALY)

British Council Institutes, Milan and Naples. Required from 4 September 1978 to teach English as a Foreign Language for 21 hours per week at all levels from beginners to advanced.

Candidates, preferably single, should hold a degree (English or Modern Languages preferred) from a British university, together with a formal TEFL qualification and a minimum of one year's TEFL experience.

Salary: Lire 493,000-596,000 per month (£308-£374 at current rates of exchange).

Benefits: 48 days' annual leave; annual and termination bonuses; local contract.

78 TO 119-121

LECTURER/PROGRAMME ORGANISER IN ELT/ESP

(TUNISIA)

English Department, Bourguiba Institute of Modern Languages, University of Tunis. To direct a materials production team to lecture in ELT and ESP.

UK degree, postgraduate qualification in ELT, at least five years' experience in ELT/ESP including materials production essential. Good knowledge of French and/or Arabic desirable. Preferred age range 25-40.

Salary: £5,681-£7,707 pa + 10% inducement.

Benefits: Free accommodation; overseas and children's allowances and other benefits. Two-year contract, renewable.

77 CU 21

LECTURER IN ENGLISH LITERATURE

(JAPAN)

Kyoto Women's University.

MA in English Literature from a British university and substantial teaching experience in a British university.

Salary: Y306,900 to Y374,500 per month (rate of exchange approximately Y376.46=£1).

Benefits: Free accommodation; annual bonus. Two-year contract, renewable.

78 RU 40

Return fares are paid. Local contracts are guaranteed by The British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

INSTITUTE OF JAMAICA

WEST INDIA REFERENCE LIBRARY

Applications are invited for the post of

SENIOR LIBRARIAN

in the West India Reference Library.

Qualifications

B.A. or its equivalent, and A.L.A. or equivalent Diploma in Library Science.

Practical experience in any of the following areas would be an asset :—

- **Microfilming**
- **Binding**
- **Palaeography**
- **Computer applications in Libraries**

Salary

The salary scale is in the scale of Jam.$7420 x 300-8620 pa.. Leave will be granted at the rate of 35 days per annum after completing 12 consecutive months of service.

Applications stating *full particulars* and giving the names of three *referees* should be addressed to: **Director, Institute of Jamaica, 12 East Street, Kingston, JAMAICA, W.I.**

CHRIST CHURCH GRAMMAR SCHOOL
CLAREMONT

WESTERN AUSTRALIA

Director of Music

Applications are invited from suitably qualified men and women for this position. The successful applicant will commence duties in January, 1979.

Applicants will need to have the ability to develop the special music programme for gifted students as well as an interest in music within the performing arts.

The Director is responsible for the organisation of all the activities of the Music Department; the development of teaching programmes; arrangements for instrumental tuition; supervision of music staff and the integration of the work of the Department in the total school programme.

Application forms and an information sheet may be obtained by writing to the Headmaster, Christ Church Grammar School, Queenslea Drive, Claremont, Western Australia, 6010.

Headmistress

Qatar Arabian Gulf

John Howard & Company (International) Ltd. are well-established civil engineering contractors with their own housing community in Qatar in the Arabian Gulf. Our facilities include a school (with swimming pool) for approximately 30 expatriate children aged between four and 11 years.

We now wish to appoint a Headmistress and interested applicants should meet most of the criteria outlined below:—

- ● A minimum of six years' primary school teaching experience. Some of which may have been gained in an independent school.
- ● Proven administrative and organisational ability, gained perhaps as a head or departmental head.
- ● Ability to teach basic ground work subjects, i.e. English, Arithmetic, and general subjects.
- ● Experience of craft teaching or the ability to teach a musical instrument and games.
- ● An interest in extra-curricular activities, i.e. organised outings and field trips.
- ● Able to take up the appointment in September, 1978, or as soon as possible thereafter.

Formal qualifications, although desirable, are less important than enthusiasm, versatility and a willingness to become totally involved in the junior community.

The salary for this post is excellent and conditions include free air fares and annual service gratuity, free furnished accommodation, one-year single-status tours with six weeks' annual leave. Write with personal and career details stating how you meet our requirements to David Parrish, Group Personnel & Training Manager, John Howard & Company Ltd., Victory House, Meeting House Lane, Chatham, Kent ME4 4PP.

JOHN HOWARD & CO INTERNATIONAL LTD

OVERSEAS Appointments

continued from page 37

JORDAN

(Amman)
TEACHER of ENGLISH required for slow learning 11-year-old Jordanian girl learning English as a second language. Teacher with remedial experience preferred, but applications welcomed from teachers with sympathetic approach.

Successful applicant to reside in family residence with own excellent apartments. Christian family.

One-year contract. Salary negotiable but commensurate with Houghton. Apply by letter to Mr Joseph Tulliani, 78 Eyre Court, Finchley Road, London N.W.8.

Please include curriculum vitae and names and addresses of two referees. Appointment September 1, 1978.

MOZAMBIQUE

(People's Republic of)
Applications are invited from secondary TEACHERS of GEOGRAPHY, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY and TECHNICAL SUBJECTS (minimum one year's experience). Challenging opportunity to contribute to new socially-oriented education system.

Contract 2 years commencing January, 1979. Applicants must be prepared to learn Portuguese.

Further details and application forms from Mozambique Recruitment Programme, 34 Percy Street, London W1P 9FG (tel. 01-636 7108).

FRANCE

ECOLE SUPERIEURE D'AGRICULTURE
LECTURER IN ENGLISH
to students 18 to 23, from September, 1978, for one year, for person with H.N.D. or degree in agriculture, or E.F.L. teacher with serious agricultural experience.

Salary Scale: £400 to £550 per month.

Apply in French for further particulars with curriculum vitae to: Directeur, Syndicat d'Enseignment Agronomique et de Recherches Agricoles, rue Auguste Fonteneau, 49044 Angers, France.

GERMANY

PRIMARY TEACHERS
FRANKFURT INTERNATIONAL SCHOOL
Owing to an increasing enrollment it appears probable that Frankfurt International School will have to appoint additional TEACHERS to its elementary faculty for September, 1978.

Qualified teachers with at least two years of experience in kindergarten through grade 5 should address their application to: The Headmaster, Frankfurt International School, An der Waldlust 5-7, 6370 Oberursel, Germany.

PORTUGAL

Small International School, Algarve, requires TEACHER offering primarily FRENCH and GEOGRAPHY at G.C.E. "O" level. A couple including these, together with English and History, would be considered.

Salary Escudos 12,000 per month per post (about £150). Applicants phone number welcomed.

Interviews in London beginning August.

Send c.v. Box TES 3457, The Times WC1X 8EZ.

ITALY

Girls, if you have a good English accent, knowledge of grammar, a good education and you like teaching, there is a place for you at our English schools in Italy for an ASSISTANT in ENGLISH LANGUAGE. Knowledge of Italian not necessary.

Write for information to Big Man's School of Languages, 33 via Indipendenza, 72100 Brindisi, enclosing a curriculum vitae and a recent photograph.

TOKYO

STANTON SCHOOL OF ENGLISH
urgently requires E.F.L. TEACHERS in Tokyo. One-year renewable contracts with bonus option. Light teaching load. Free return travel to and in Tokyo. Salary yen 220,000 (currently £540) monthly.

Applicants must hold TEFL diploma and university degree or other tertiary qualification.

Apply to Stanton School, 28 Hereford Road, London, W.2. Tel.: (01) 229 4265.

WEST GERMANY

International Foreign Language School in West Germany requires qualified T.E.F.L. TEACHER, single, between 25 and 35, to begin immediately. Good remuneration. Knowledge of German requested, but not essential.

Detailed application with recent photograph to Box TES 3426, The Times, WC1X 8EZ. (Please give your telephone number.)

AFRICA

TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.

Please send postage for reply: V.M.M., Shenley Lane, London Colney, Hertfordshire, AL2 1AR.

Brunei

English Language Teachers

English Language Teachers are required at secondary level to teach English and Malay students to 'O' and 'A' level standard.

Candidates aged 25 to 50 must have a Degree in English and preferably a Post Graduate Certificate or Diploma in Education with five years' relevant teaching experience. A certificate in teaching English as a foreign language or as a second language would be advantageous.

TAX-FREE salary including a special allowance is equivalent to £5,200-£9,461 pa., depending on qualifications and experience and attracts 25% gratuity.

Benefits include free family passages, subsidised housing, generous paid leave, education allowances, interest-free car loan and free medical attention.

For full details and application form telephone Glenys Smith, 01-222 7730, X 3231, or write quoting MT/169/TD.

Crown Agents

The Crown Agents for Oversea Governments and Administrations, Recruitment Division,
4 Millbank, London SW1P 3JD.

HEAD TEACHER AND TEACHER FOR SCHOOL IN CENTRAL NIGERIA

A major construction company wishes to appoint a Head Teacher and a Teacher for a new site-based school being established at Shiroro, between Minna and Kaduna in Central Nigeria.

This small school which will be based on the WES (formerly PNEU) system will cater for children between the ages of 5-14. The company is Italian but employs a large number of British engineers whose children, together with the children of the small American staff, will attend the school. Italian children will go to a separate Italian school.

The appointment of Head Teacher is to be made as soon as possible and a rapid departure for Nigeria is envisaged. The teacher will commence duties in January.

The school will be in operation for 5 years and preference will be given to candidates wishing to stay for the full 5 years. Salaries and overseas allowances are generous. Benefits will include free accommodation, medical, sporting and recreational facilities, and full insurance. Food will be provided by the company at cost.

Paid home leave and return air flights applicable to both appointments. Return air fares will be paid for families of successful candidates.

Candidates for both posts should possess suitable qualifications and experience. The Head Teacher should also have held a post of responsibility in a primary or middle school. Overseas experience an advantage. Applicants must be prepared to organise extra-curricular and school holiday activities.

Application in writing should be made immediately giving personal particulars, curriculum vitae, telephone number and two references to:—

The Director
World-wide Education Service
Murray House, Vandon Street
London, SW1H 0AJ
Telephone: 01-222 7181 Telex: 922488 (WES 18)

Interviews will be held in London and may be called at short notice. A satisfactory state of health is essential and a firm medical examination is a condition of employment.

BRUNEI

invites applications from suitably qualified candidates for the following vacancies tenable on contract to the Government of Brunei for a period of three years.

EDUCATION OFFICERS ENGLISH

Ref EO/E

Degree, with a minimum of five years' F.E. teaching experience preferably in a technical college. To be responsible for the English section of the Building Trades School, to teach Technical English to students studying for CGLI 847; give help and guidance to junior teachers and generally set the standard for improving the use of English in the School.

BUSINESS STUDIES

Ref EO/BS

Degree in Business Studies or Commerce, a teaching qualification and five years' F.E. teaching experience. A Diploma in Management and business/administrative experience at middle management level desirable. Capable of setting up a Business Studies and Secretarial section at the newly opened Technical Training Centre, supervise staff and students and lecture as required.

SENIOR TECHNICAL INSTRUCTORS SECRETARIAL WORK

Ref STI/SW

A Pitman's teaching certificate or equivalent in shorthand, typing and office practice, with at least eight years' post qualification experience in teaching and commerce. To be responsible to the Head of Section for organising and teaching secretarial courses and other duties as required.

CATERING AND HOTELWORK

Ref STI/CH

CGLI 705 or 706-1 and 706-2, MHCIMA and ARSH. Ability to plan, organise and equip a catering establishment: estimate and control budget; prepare syllabuses and timetables; plus teaching duties. Malay and Chinese as well as European menus will be involved and Muslim religious customs observed in existing hotels/restaurants will prevail. The successful candidate will be one who can demonstrate flexibility, competence and patience in handling this new but small venture.

FURNITURE CRAFT SUBJECTS

Ref STI/FCS

Advanced Craft Certificate or FTC with ten years' post qualification experience in cabinet making; a teaching qualification and experience; knowledge of making cane furniture, upholstery, rattan work and operating woodworking machinery an advantage. Prepare a syllabus for a one year full-time course for training furniture craftsmen for local needs.

PAINTING AND DECORATING

Ref STI/PD

CGLI 594 or 622, FTC, with ten years' industrial and teaching experience. A teacher's qualification and experience in spray painting desirable. To teach students studying for CGLI 594 and a full-time one-year practical course designed specifically to meet local requirements.

MACHINE WOODWORKING

Ref STI/MW

CGLI FTC in Machine Woodworking or equivalent, Craft Certificate in Carpentry and Joinery and ten years industrial and teaching experience. A teaching qualification and supervisory experience desirable. To teach Machine Woodworking to craft students studying CGLI 834-836 and a practical course in furniture making, and to teach C & J as required.

CONSTRUCTION

Ref STI/C

HNC/HND in Building Construction, teaching experience and at least five years' practical industrial experience in structural engineering, steel erection, etc. To teach structural theory, design and detailing of structural elements, mechanics and calculations to CGLI 630. A Materials Testing Laboratory is being developed and the person appointed will be actively involved in its organisation and operation.

Vacancies EO/BS, STI/SW and STI/CH are tenable from January, 1979, the remainder are required as soon as possible.

SALARIES according to qualifications and experience in range

EDUCATION OFFICERS c. £4,569-£8,394 p.a.

SENIOR TECHNICAL INSTRUCTORS c. £4,569-£7,544 p.a.

There is at present no income tax in Brunei. 25% terminal gratuity, free air passages, education allowances and holiday visit passages for children, car loan, an inducement and outfit allowance are payable in certain circumstances.

Quoting the vacancy reference number, application form and further particulars are obtainable from the Recruitment Unit TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS. *Closing date for receipt of applications, 14th August, 1978.*

Tetoc

Education Department
CAREERS SERVICE

Senior Careers Officer

Grade AP5/SO1—Salary range: £4422-£5142 plus 5% income supplement

Applications are invited from those who are suitably qualified and experienced for the post of Senior Careers Officer, specialising in work with the handicapped.

Further details and application forms, returnable within 14 days of the appearance of this advertisement, may be obtained from The Director of Education, Education Offices, The Broadway, Stratford, London E15 4BH.

J. S. Wilkie, Director of Education.

LONDON BOROUGH OF NEWHAM

MID GLAMORGAN COUNTY COUNCIL
Education Department

CAREERS ADVISER

Six Posts—one based at each of the following Districts :—

OGWR
TAFF ELY
MERTHYR TYDFIL
RHONDDA
RHYMNEY VALLEY
CYNON VALLEY

SALARY : £3,395.70-£4,214.70 per annum (under review).

Qualifications : D.M.A., degree, Diploma in Vocational Guidance or equivalent qualifications.

NATIONAL CONDITIONS OF SERVICE

Application forms (which should be returned by 11/8/78) and further particulars may be obtained from the Director of Education, Mid Glamorgan County Council, Cathays Park, Cardiff.

CANVASSING WILL DISQUALIFY

Cyngor Sir DYFED County Council

EDUCATION DEPARTMENT

Applications are invited for the following post:

ASSISTANT EDUCATION OFFICER

(EDN.8) - CARMARTHEN

(Further Education)

Grade: PO2 (b) £7290-£8037 plus £312 per annum salary supplement.

Applicants must be graduates (or holders of equivalent qualifications) with experience of vocational further education.

A working knowledge of Welsh will be an advantage.

Further particulars will be supplied with the application forms.

Application forms returnable by 10th August, 1978, are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen.

Canvassing, directly or indirectly, will disqualify.

Cambridgeshire County Council
Peterborough Area

Assistant Area Education Officer

PO.1 (3-7) £5,748-£6,390 + £312

Applications are invited for the post of third professional officer in the Peterborough Area Office which administers the Peterborough/March/Wisbech areas of North Cambs. This is a challenging and demanding post which offers excellent experience in educational administration. The successful candidate will be required to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service. Applicants should have an appropriate professional qualification with teaching and/or administrative experience. Car allowance applicable.

Forms of application and further particulars may be obtained from the Senior Area Education Officer, Area Education Office, Touthill Close, Peterborough PE1 1UJ, to whom applications should be forwarded so as to arrive not later than Friday, 18th August, 1978.

MID GLAMORGAN COUNTY COUNCIL

DEPUTY DIRECTOR OF EDUCATION

Salary: £10,263 x £240 (3)—£10,983 (inclusive of non-consolidated supplement)

Applications are invited for this appointment from appropriately qualified persons who have had teaching experience and wide education administrative experience (this latter experience must be gained in a full-time paid administrative post at a senior level in the Education Department of a local authority).

The vacancy arises from the promotion of the present Deputy Director to the post of Director of Education.

Application forms (to be returned by 11 August, 1978) and further particulars obtainable from the County Clerk and Chief Executive, Mid-Glamorgan County Hall, Cardiff, CF1 3NE.

CANVASSING WILL DISQUALIFY

EDUCATION SERVICE

Education Officer (Schools)

Salary : £8,253 to £9,000 per annum inclusive

Candidates for this important and demanding post should be graduates or possess equivalent qualifications and have responsible teaching and/or other experience at appropriate levels.

The Council offer 100 per cent removal expenses, legal and estate agents fees up to £300, and lodging allowance.

Application forms and further details are available from the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, London W5 5SU. Telephone: 01-579 2424, ext. 2614. The closing date for applications is fourteen days after the appearance of this advertisement.

Ealing
London Borough

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION DEPARTMENT
CAREERS SERVICE

Applications are invited for the post of

SENIOR CAREERS OFFICER

(Temporary)

with North Tyneside Careers Service, based in Wallsend. The post becomes available from 15th September, 1978, and is to cover for the absence of a member of staff on Maternity Leave.

This work involves the supervision of a small area team of two Careers Officers and two Employment Assistants and includes the organisation of a part-time sub-office in the Killingworth area. Candidates should be trained as Careers Officers and have a minimum of two years experience in the Careers Service. Salary will be on AP5 £4,461-£4,761 plus £312 p.a. supplement.

Application forms and further details are obtained from:

Chief Personnel Officer
Metropolitan Borough of North Tyneside
Personnel Department,
7 Northumberland Square,
North Shields, Tyne and Wear.

The closing date for applications is 11th August, 1978.

EDUCATION COMMITTEE

SENIOR ADMINISTRATIVE ASSISTANT PO1A

(£6,012-£6,627)

An opportunity for a qualified and experienced teacher, with a good honours degree, to gain varied experience in administration at a professional level. Generous relocation expenses are available.

Application forms and further information are obtainable from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 10 August. Telephone 01-903 0371 (24-hour Ansafone service). Reference No. E/2/D must be quoted.

London Borough of **BRENT**

CORNWALL
Education Department

District Careers Officer

£4,245-£5,073 p.a. (AP.4/5)

This post is one of two District Careers Officers who carry joint responsibility for all aspects of work within the Careers Service in the Penwith District based on Penzance.

Applicants should be appropriately qualified with previous experience in the Careers Service.

Further details and application forms may be obtained on receipt of a stamped addressed envelope from the Secretary for **Education, County Hall, Truro TR1 3BA. Closing date for applications is 14th August, 1978.**

Stockport & Tameside Area Health Authorities

Health Education Officers

(Two Posts)

Scale 4 : £4421-£5326

Applications are invited from persons who enjoy a challenge and are interested in health education in its widest sense, to join a new Health Education Department based in Bredbury, Stockport.

Applicants should possess a relevant professional qualification and have experience at a responsible level. A further qualification in health education will be a definite advantage.

Application forms and job description available from: Area Personnel Officer, Stockport Area Health Authority, Area Offices, Bramhall Moor Lane, Hazel Grove, Stockport, Cheshire SK7 5AB. Tel: 061-483 1010, ext. 749.

Informal enquiries welcome. Please contact: Miss S. Day, Area Health Education Officer, Tel: 061-494 8580. Closing date 16th August, 1978.
(Ref: TTES)

HAMPSHIRE

SOCIAL SERVICES

Vacancies have now occurred at our Boys' Hostel, 30a Cedar Road, Southampton, for :—

OFFICER-IN-CHARGE

RCCO 5 £3,461-£4,245 (incs)

DEPUTY OFFICER-IN-CHARGE

RCCO 3 £3,087-£3,651 (incs)

2 SENIOR HOUSEPARENTS

RCCO 2 £2,988-£3,465 (incs)

The Hostel is situated approximately one mile from the City Centre and close to a main bus route. The Hostel has nine single rooms for boys who will usually lie in the age group 15-18 years.

The normal working week consists of 40 hours but this would include some evening and weekend work; the successful applicants would be expected to comply with sleeping-in arrangements in the Home for which an allowance of £2.01 per night is payable. Limited accommodation is available for Officers wishing to be resident.

To informally visit the Hostel prior to application, please contact the temporary Officer-in-Charge—Mr. S. Birkett—on Southampton 21868.

Application forms obtainable from the Divisional Director of Social Services, Arundel Towers North, Portland Terrace, Southampton, telephone Southampton 35100, ext. 224, quoting reference number 6357x/AA, to be returned by 21st August, 1978.

EDUCATION DEPARTMENT

CHILDREN'S HOSPITAL: Department of Child and Family Psychiatry

TEACHER – SCALE 1

Full-time teacher required to join a multi-disciplinary team engaged in working with emotionally disturbed children of normal intelligence with an age range 4-14 years. It is necessary to be able to cover all areas of the curriculum with an emphasis on diagnostic testing and remedial teaching. The person appointed will be involved in all aspects of the children's development and take part in the therapeutic programmes for individual children.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.

Application forms obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope to be returned to him by 4th August, 1978.

Town Hall and Civic Centre — L. A. Bloom
Sunderland SR2 7DN — Chief Executive

Borough of Sunderland

WEST GLAMORGAN County Council

Education Department

CAREERS OFFICER

REF: SVP/037/364

The Careers Officer(s) appointed will be responsible to the District Careers Officer for the full range of Careers Advisory Work with pupils up to and including 5th year, assisting in the guidance and placing of young people who have left school, and to make contact with local employers and Further Education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced.

Salary: £3,933-£4,320 plus Supplement (£312) per annum.

Application forms, returnable by 11th August, 1978, are available from The County Clerk, Central Personnel Unit, West Glamorgan County Council, The Guildhall, Swansea. Telephone: Swansea 50821, Extension 2923.

PLEASE QUOTE REFERENCE NUMBER

KIRKHAM GRAMMAR SCHOOL

BURSAR

Applications are invited from suitably qualified and experienced persons for the position of BURSAR AT KIRKHAM GRAMMAR SCHOOL; appointment as from 1st January, 1979. Kirkham Grammar School is a voluntary aided school, reverting to independence in September, 1979.

Applicants are requested to send a curriculum vitae, together with the names and addresses of two referees to the Headmaster, Kirkham Grammar School, Ribby Road, Kirkham, near Preston, Lancashire, as soon as possible.

EDUCATION DEPARTMENT

CAREERS OFFICERS

SALARY SCALE £3,126-£4,269 per annum plus 5% Income Supplement

Applications are invited from suitably qualified and experienced people for the post of careers officer. Officers of the Newham Service work a planned week and are expected to be equally adept in advising employers, counselling and advising young people in Schools and College, and helping the unemployed. Personal research is also encouraged.

Application forms may be obtained from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH, and should be returned by 4th August, 1978.

J. S. WILKIE,
Director of Education.

LONDON BOROUGH OF NEWHAM

OVERSEAS Appointments continued

KUWAIT EDUCATIONAL CENTRE

Unfortunate error resulted in some recent applications being returned to sender.

These applicants, please re-apply, as before, to Director of Studies, 1 Crooms Hill, Greenwich, S.E.10.

GREECE

Athens Nursery school catering for English diplomats, etc., requires a primary TEACHER with at least four years' experience in reception class.

Please write to Mrs. Craddock, 24 Worlebury Park Road, Weston-super-Mare, Avon. Tel.: Weston-super-Mare 25375.

SPAIN

Ciudad Real Responsible competent MALE TEACHER/MANAGER needed E.F.L. Centre. Start September. Must speak Spanish, supply good references.

Write with c.v. and references to: Miss Callaghan, 32 Marldon Avenue, Liverpool L23 0SL.

ATHENS

A new school will open in September to cater especially for children who have experienced learning and social difficulties.

Applications, with details of experience should be sent to the Headmaster, The Old Mill, Kolokotroni 31, Kefalari, Kifisia, Athens.

DENMARK

INTERNATIONAL SCHOOL Requires experienced TEACHERS for CLASS TEACHER—11-year-olds. ENGLISH/DRAMA—11 to 14-year-olds. PHYSICS to "A" level with CHEMISTRY. Contact: CIS, Stenosgade 4c, 1616 V, Denmark. Tel.: (01) 22330?.

SWISS INTERNATIONAL BOARDING SCHOOL

requires A-level ECONOMICS TEACHER.

Résumé, references and photograph to: E.C.I.S., 19 Claremont Road, Surbiton, Surrey, by 6th August, latest.

CORFU

MALE to teach ENGLISH and some FRENCH to Greek children at private language school. Start mid-September.

Apply with C.V. to Anne Gordon, Manor House, Willersey, Broadway, Worcs.

SWITZERLAND

ALPHA SPRACHSTUDIO Private Language School has openings from September for dynamic young TEACHERS: some German essential: good atmosphere and pay.

Please send usual data: Postfach, CH-8030 Zürich.

SWITZERLAND

Wanted: TEACHER of MATHS, Rugby coach. Dormitory resident all in one for an American Boarding School in Lugano, Switzerland.

Contact Chris Frost, Chertsey (09328) 65262 for an interview.

KENYA

DEPUTY HEADMISTRESS GREENACRES SCHOOL Limuru

This post will be vacant in January 1979.

Please see under: Independent Schools—Deputy Headmistress.

GERMANY

ENGLISH TEACHER required immediately. Applicants please reply to Benedict Schule Bahnhofstr 2 3 Hannover or phone Hannover 323056.

BARCELONA language school requires graduate teacher of English with experience. Guarantee between £190 and £300 per month according to experience. Interview London. Please send full details including telephone if possible.—Write Box TES 3430, The Times, WC1X 8EZ.

DESEAMOS estudiante de Español para lector/a (assistant teacher) de lengua inglesa. Escribir hasta 10/9/78 A. C. Santamaria, Instituto Politécnico, S. Ignacio 6, Vitoria (Spain). Incluir Curriculum en Español, Certificado y 4 fotos.

LERIDA. Language school requires experienced teacher of English as foreign language. Salary £230 per month. Interview London. Full details and telephone number if possible to Box TES 3439, The Times, WC1X 8EZ.

TEACHING ABROAD.—If you are going to teach English abroad (or are thinking of it) and wish to earn an extra income send details to: English Overseas, 11 Dargarvel Avenue, Glasgow, G41 5LU.

MEN-WOMEN with leaving certificate to teach English, available from September/October.—Apply to International School, 83 via Berardi, 74100 Taranto (Italy).

SPAIN.—English teachers offering Spanish and/or experience and seeking posts in Spain.—Please telephone 01-834 4168. 5-8 p.m.

TEHRAN. Senior Lectureship in English Literature. Applications invited for two-year post beginning September, 1978. Write Box No. TES 3424, The Times WC1X 8EZ.

Administration

Local Education Authority

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

Required as soon as possible:

ADMINISTRATIVE ASSISTANT

The person appointed to this post will be responsible to the Registrar for the administration of all college internal and external examinations, which will involve dealing with a large number of examining bodies. Other duties will include the preparation of statistics as required.

Previous experience in further education desirable.

Salary according to A.P.3 scale, £2,839 rising to £3,??? per annum with supplements of £312 per annum and 5 per cent (salary award pending).

Application forms obtainable from the Registrar, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ, to whom completed forms should be returned as soon as possible.

CLWYD

COUNTY COUNCIL

EDUCATION DEPARTMENT

Temporary Specialist CAREERS OFFICER, based at Rhyl. Salary on Scale AP4/5 £4,245 to £5,073 p.a. inclusive of supplement.

The person appointed will specialise in helping unemployed young people in the Rhyl District of the Careers Service and perform duties in connection with the Youth Opportunities Programme. Applicants should be qualified experienced careers officers. The appointment will be initially until March 31, 1979.

Application forms obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Tel.: Mold 2121 Ext. 2??) to be returned by August 1?.

E. R. H. Davies, Director of Administration and Legal Services.

ESSEX

COUNTY COUNCIL CAREERS SERVICE SPECIALIST CAREERS OFFICER (Post No. CS. 0??) AP4/5 £3,366 to £4,096 plus £312 supplement and stage 2 supplement plus £120 outer fringe allowance (subject to adjustment following 1978 pay award).

Candidates should be appropriately qualified and have suitable experience within the Careers Service. The Careers Officer will work with older clients and more able young people in West Essex area, and will be based at Harlow Careers Office.

Application forms and further details are available from the County Education Officer (CS), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD (Chelmsford 67222 Ext. 2608).

Closing date for applications will be two weeks after the appearance of this advertisement.

HAMPSHIRE

COUNTY SURVEYOR'S DEPARTMENT

DISTRICT ROAD SAFETY OFFICER Aldershot

£3,979 to £4,146 (incs.)

Applicants should be suitably qualified in Road Safety, and will be required to provide the full range of road safety activities undertaken both by the County Council and the District Council which involves the implementation of training programmes for all age groups in the District including pre-driver training and motorcycle training, organization of campaigns, competitions and other training schemes. Previous experience is essential and a Certificate in Road Safety or study towards membership of the Institute of Road Safety Officers will be an advantage.

Starting salary will be determined according to experience and qualifications.

Attendance at evening meetings of the Road Safety Committee and a certain amount of other evening and weekend work will be required.

24 hour Ansafone service for application forms and further details, telephone Winchester 4411, ext. 313 during office hours or Winchester 4313 after office hours quoting reference 7337/AA. Closing date 14th August 1978.

HEREFORD AND WORCESTER

COUNTY COUNCIL

CAREERS SERVICE

Applications are invited from trained CAREERS OFFICERS for the post of CAREERS OFFICER based at Redditch. AP3/4 scale.

Details from County Careers Centre, 5/6 Barbourne Terrace, Worcester WR1 3JH, by 11th August, 1978.

KNOWSLEY

(Metropolitan Borough of)

EDUCATION DEPARTMENT ADULT/YOUTH ADVISER Burnham H.T. Group 6, £6,??? - £7,377.

Applications are invited from people with successful experience in Youth or Adult Education or Careers Service for appointment as ADULT EDUCATION/YOUTH ADVISER.

The post will be both administrative and advisory and initially at least will be substantially concerned with the contribution of those services to the development of the new Youth Opportunities Programme.

Further details and application forms from: Borough Education Officer, Huyton Hey Road, Huyton, Merseyside (051-480 5111). Closing date 11th August, 1978.

LEICESTERSHIRE

SECTION HEAD

TEACHERS SALARIES SO2 £5,415 to £5,748 plus £312 supplement

To be responsible for Section of 17 staff dealing with assessment of salaries, statistics, recruitment advertising etc., for the Authority's 10,000 plus teaching force. Sound working knowledge of Burnham reports and proven administrative ability essential.

Removal expenses up to £175, legal/mortgage fees up to £400 and lodging allowance of up to £8 per week payable in approved cases.

For further details telephone Leicester 871313 extension 599.

Apply (no forms) giving full details together with names and addresses of 2 referees and enclosing S.A.E. to Director of Education, Room 45, County Hall, Glenfield, Leicester LE3 8RF by 11th August.

CITY OF MANCHESTER EDUCATION COMMITTEE

DISTRICT INSPECTOR

Specialism in BOYS' PHYSICAL EDUCATION and an interest and willingness to develop and coordinate OUTDOOR PURSUITS.

Assistance with removal and associated expenses.

Essential car users allowance.

Salary: Burnham Head Teacher Group 10 (£8,751 to £9,138).

Application forms and further particulars from the Chief Education Officer (Staff), Education Offices, Crown Square, Manchester M60 3BB (Tel. 061-228 2191, ext. 7316).

Closing date August 11, 1978.

DIVISION OF EDUCATION AND YOUTH

ADMINISTRATIVE ASSISTANT

to the General Manager

To take responsibility principally for Office services and Personnel.

Application forms (returnable by July 31) and Description of Post obtainable from

GENERAL MANAGER
Methodist Church Division
of Education and Youth
2 Chester House, Pages Lane
Muswell Hill, London N10 1PR

SCHOOLS ORGANISER

c £4,400

Save the Children Fund needs a person to increase and expand their contributions raised through schools by direct personal contact, by the Fund's special literature and by enthusing the Fund's supporters and staff.

Successful applicant might be a teacher with some experience of public speaking and knowledge of Third World but, more importantly, someone with imagination and the ability to communicate with school children.

Please send brief details of career to date and apply for application form to:

Kate Miller
Save the Children Fund
157 Clapham Road
London SW9 0PT
01-582 1414

ADMINISTRATIVE ASSISTANT

School Broadcasting Council for Scotland

Based in Edinburgh. A good educational background and administrative experience are essential, including preparation of agenda and other papers for meetings, writing minutes and reports of meetings, and compiling statistics and financial estimates. The ability to assist in preparation and administration of printed information material is also required. Knowledge of educational administration in Scotland, either in Universities or Local Authorities highly desirable. Salary: £3,175 p.a. (may be higher if qualifications exceptional) x £160 to £3,975 p.a.

Telephone or write immediately for an application form (enclosing addressed envelope and quoting reference number 78.G.2406TES) to Appointments Department, BBC, London W1A 1AA. Telephone 01-580 4468, Ext. 4619.

BBC SCOTLAND

THE POLYTECHNIC, HUDDERSFIELD

Advisory Services Division

Re-advertisement

ADMINISTRATIVE ASSISTANT (INFORMATION)

AP2/3 £2,983-£3,774 incl. Ref: NT 329/284

To work under the general direction of the Head of Division but also to work closely with all members of the staff team.

The Division provides a comprehensive service covering the needs of staff and students in terms of their welfare especially in the following areas: Careers, Chaplaincy, Counselling, Overseas Students, Health and Liaison with colleges and schools. Candidates should have higher educational qualifications and experience, particularly in the field of the provision and handling of information.

Previous applicants need not re-apply.

Application forms, available from the Establishment Officer, Huddersfield Polytechnic, Queensgate, Huddersfield HD1 3DH, Tel. Huddersfield 22288 Ext. 2225, should be returned by 11 August, 1978.

ADMINISTRATION Local Education Authority continued

NORTH YORKSHIRE

AREA HEALTH AUTHORITY HEALTH EDUCATION OFFICER Senior Administrative Grade (Scale 4). Salary: £4,431 to £5,326.

Applications are invited from suitably qualified persons for the above post which is situated within the Harrogate Health District. Ideally candidates should have the diploma in Health Education but exceptional candidates will be considered provided they are prepared to undergo training to qualify for the diploma.

The successful candidate will be expected to further the development of health education in the district and to this end will be expected to possess a high degree of initiative.

For application form and job description write to the Area Personnel Officer, North Yorkshire Area Health Authority, Ryedale House, 60 Piccadilly, York YO1 1QJ. Telephone York 31346, extension 63.

Closing date: August 7, 1978.

NORTH YORKSHIRE

COUNTY COUNCIL CAREERS OFFICER YORK AREA CAREERS OFFICE

Applications are invited for the post of CAREERS OFFICER at the York Area Careers Office.

Salary Scale: AP2/3/4—£3,279 to £4,632 (including supplement).

Application forms (to be returned by 11th August, 1978) and further particulars from the County Education Officer, (Room 35), County Hall, Northallerton, DL7 8AE.

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

18 Adam Street, Adelphi, London WC2N 6AJ

A SENIOR ADMINISTRATIVE ASSISTANT

is required mainly for the examinations for teachers of English as a second/foreign language. The work involves routine administration, servicing of committees and some research and development work.

Applicants should be GRADUATES or equivalent, preferably with some administrative experience and a EFL/TSL background.

Salary within the range £3,424 to £4,416.

Further information and application forms are available from the Secretary to the Board at the above address. Closing date for applications 31st August, 1978.

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Education Welfare Officer

Salary scale £3,564-£4,116 inclusive with progression to £4,530 if appropriately qualified. An essential car user allowance payable. Assistance with removal expenses in approved cases.

Applications are invited from suitably qualified and experienced men and women for appointment as soon as possible. Duties mainly concerned with school attendance, welfare work and supervising employment of children.

Careers Officer

Applications are invited for the post of Careers Officer AP2/4, Salary £3,564-£4,917 inclusive. Starting point dependent upon qualifications and experience, but not less than £4,017 for applicants holding relevant qualifications.

Applicants should possess the Diploma in Careers Guidance and newly qualified students will be considered. Other applicants should have similar professional qualifications, together with the relevant experience in teaching or industry.

Applicants for a similar post advertised in May will automatically be considered.

Peripatetic Supervisor of School Meals

Salary on Miscellaneous Grade 5. £3,372-£3,564 inclusive, subject to approved qualification.

The person appointed will be required to take charge of school kitchens of varying capacities during the absences of the supervisors, and to assist the School Meals Organisers with the opening of new kitchens, stocktaking, and staff training, etc. Applicants should have sound catering experience, preferably in the School Meals Service.

The appointment offers an opportunity to qualified candidates, preferably holders of the Diploma/Certificate of I.M.A. or equivalent, to obtain valuable practical experience for a career in the School Meals Service.

Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex IG11 7LU, on receipt of a stamped addressed foolscap envelope. Closing date 14 days from the appearance of this advertisement.

SUTTON

(London Borough of)

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER AP 5 £4,461-£4,791 plus £315 London Weighting plus £312 Salary Supplement

Required to assist the Principal Careers Officer with the overall administration of the Service; to act as a senior member of the Careers advisory team; to assume day-to-day supervision of one half of the area. Applicants should have two or more of the following qualifications—University degree or equivalent; appropriate specialist diploma; appreciable relevant experience.

Salary according to experience and qualifications. Essential car user's allowance. Consideration may be given to assistance with removal expenses and to disturbance and lodging allowance.

Application forms and further details from the Director of Education, The Grove, Carshalton, Surrey. Tel. No. 01-661 0749. Closing date 14 August, 1978.

WOLVERHAMPTON

THE POLYTECHNIC ADMINISTRATIVE ASSISTANT

Applications are invited for the post of ADMINISTRATIVE ASSISTANT to the Assistant Director (Academic Development)/Dean of the Faculty of Science.

Applicants should preferably be graduates but a science background is not required.

Salary scale AP3/4 £3,732 to £4,632 per annum.

Application forms and details from the Establishment Officer, The Polytechnic, Wolverhampton, WV1 1LY. Tel.: (0902) 27371.

General

EXETER

THE UNIVERSITY

ATHLETIC UNION

Require a PERMANENT SECRETARY with some administrative experience and knowledge of accounting techniques to start on December 1, 1978. Salary scale £3,336 to £3,801 (plus July, 1978, NALGO award).

Phone 79852 for further details and application form. Closing date, August 9.

KENT

BURSAR

A part-time BURSAR is required from September 1st, 1978, at a salary of £2,300. Woollonley House is an IAPS co-educational preparatory school of 200 pupils.

Please apply in writing, giving details of qualifications, experience and the names of two referees to The Headmaster, Woollonley House School, Ash, Canterbury, CT3 2HH.

All applications must be received by August 8th, 1978.

LONDON

BUILDING INDUSTRY CAREERS SERVICE

Appointment of PRINCIPAL

The National Federation of Building Trades Employers and the Institute of Building invite applications for the post of Principal of the Building Industry Careers Service. This is a new organisation to be launched by the two bodies in a major effort to improve the quality and to co-ordinate the provision of careers information for entry into the building industry. The offices of B.I.C.S. will be located at the headquarters of N.F.B.T.E. in London.

The successful applicant is likely to be over 35 years old with imagination and drive and ideas on how best to improve the careers image of the industry. He or she should be able to communicate both orally and in writing and to liaise at all levels with C.I.T.B. and other organisations in the careers field. It would be a distinct advantage to have worked in the industry; to have a recognised professional qualification appropriate to the industry and to have first-hand experience and knowledge of the careers opportunities and the educational and training schemes open to those wanting to join the industry.

Starting salary by negotiation. The person appointed will be employed by N.F.B.T.E. and will become a member of that organisation's contributory pension scheme. A car (or car allowance) and certain fringe benefits will be provided.

Interested persons should write to the Chairman, Building Industry Careers Service, c/o N.F.B.T.E., 82 New Cavendish Street, London, W1M 8AD, asking for further details and an application form which must be returned by 30th September 1978.

LONDON

The E.A.W. wishes to appoint an EDUCATION OFFICER to promote and develop the use of their syllabuses, course material and examination programmes in schools and colleges throughout the country. The appointment, London based, is an ideal opportunity for someone looking for a change of scene. It will be essential to have an understanding of the structure and procedures of the educational system and be able to present and place the complete range of E.A.W. material at correct levels. Applications will be considered from persons at least 30 years old, to persons approaching retirement age. Salary is negotiable and will be commensurate with age and experience.

Letters should be addressed to Electrical Association for Women, 25 Foubert's Place, London, W1V 2AL, marked "Education Officer" and arriv. by 18th August, 1978.

LONDON, S.W.9.

ADMINISTRATIVE ASSISTANT required for the Education Department of Christian Aid. Experience in office administration, good typing and interest in development issues required.

Apply for details to: Office Manager, Christian Aid, P.O. Box No. 1, London, S.W.9.

SURREY

THE UNIVERSITY

ACCOMMODATION OFFICER

(Re-advertisement)

Applications are invited for the appointment of Accommodation Officer in the University Secretary's Department.

The work will cover the provision of lodgings for students in Guildford and nearby districts, the allocation of places in the University's residential accommodation and the management of an estate of student residences at present being built about one and a half to two miles from the University.

The appointment demands energy, resourcefulness, common sense, and a sympathetic understanding of the problems associated with student accommodation.

Academic and other qualifications, although useful, are not as important as the right basic qualities and personality of the appointee. Previous experience in a similar post and knowledge of housing law would be a distinct advantage. Candidates should be in the age range 30 to 45. Previous applicants need not apply. Salary on Grade IA scale up to £6,178 per annum. U.S.S. superannuation.

Further particulars may be obtained from the Assistant Secretary (Personnel), University of Surrey, Guildford, GU2 5XH, or telephone Guildford 71281 ext. 452. Applications from men and women, in the form of a curriculum vitae including the names and addresses of two referees, should be sent to the above by 25 August, 1978.

THE OPEN UNIVERSITY

ADMINISTRATIVE ASSISTANT —NORTH WEST REGION

Applications are invited for the above post in the University's North West Region which has its headquarters at Charlton House, 70 Manchester Road, Charlton, Manchester M21 3PQ.

The work of the Regional Office is concerned with the University's service to students, including admissions, student records, arrangements for residential summer schools, day schools and examinations, and the administration of the tuition and counselling service.

Salary according to qualifications and experience will be at an appropriate point on UAP Grade 1A scale: £3,189 to £6,178.

Candidates should have good academic qualifications and previous experience of administration, preferably in the field of educational administration would be an advantage but is not essential.

Application forms and further particulars are available, by postcard request please, from The Recruitment Office (?), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or telephone Milton Keynes 653?05; there is a 24 hour answering service on 653868.

Closing date for applications: 11th August 1978.

Interviews will be held in the first week of September.

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

CAREERS OFFICER AP2/3

£2,823 to £4,146 (inclusive of supplements) qualification bar at £3,651 per annum.

Based in the West Area Careers Offices. Applicants should be Graduates, hold a Diploma in Careers Guidance (or equivalent) or have relevant experience.

Requests for application forms (accompanied by a S.A.E.) should be addressed to the Chief Executive (Personnel Section), Town Hall, Wakefield, to be returned by 9th August, 1978.

INDEPENDENT College of Further Education requires a CAREERS ASSISTANT (full-time or hours negotiable) to interview students and run Careers Library. Some knowledge of careers work preferred, plus some typing. Please write, sending curriculum vitae to Mrs. M. J. Meaking, Careers Adviser, Davies's, 66 Southampton Row, London WC1B 4BY.

Child Care

RESIDENT Senior Houseparent, required for E.S.N. school. Salary £3,?89 plus phase 2. Accommodation comprises of large bed-sitter. For further details and job description please contact the Head Teacher, Lankhills School, Andover Road, Winchester, Hampshire. Telephone Winchester 4637.

Educational Psychologists

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

SOCIAL SERVICES DEPARTMENT

R. H. GILBERT REMEDIAL CENTRE Hemsworth

SOCIAL WORKER/SENIOR CASEWORKER (Remedial Education) £3,651 to £4,368 (inclusive of supplements). Social workers of proven ability and three years' experience (at least two post qualification) may be appointed to the career grade as Senior Caseworker on salary APS/SO1, £4,773 to £5,568 (inclusive of supplements).

This is a new post funded through Urban Aid and the appointment will be on a fixed term contract of five years. A similar worker is attached to the Castleford Remedial Centre and has been in post for a year. An experienced qualified Social Worker is required to work in close liaison with the Head of the Centre. Experience of children's educational problems is an advantage. The Centre takes up to 60 children with severe learning difficulties, many of the children coming from emotionally deprived homes. The worker will take a selected caseload and work intensively with families. There will also be scope to participate in a pilot scheme at a local E.S.N.(M) school.

Informal inquiries to Peter Young, Wakefield 70211, Ext. 8180, or G. Bennett, Wakefield 70211, Ext. 8233.

Requests for application forms (accompanied by a S.A.E.) should be addressed to the Chief Executive (Personnel Section), Town Hall, Wakefield, to be returned to 9th August, 1978.

Examiners

LONDON

THE UNIVERSITY

UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following appointments:

CHIEF EXAMINER from June 1981

ASSISTANT EXAMINERS from June 1981

Advanced level English (new syllabus): Pilot scheme in an optional alternative paper 4, "Varieties of English".

Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 65 with three years' recent teaching experience. Examining experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties, may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 18th August, 1978. Applicants should enclose a self-addressed label.

Librarians

WOLVERHAMPTON

METROPOLITAN BOROUGH COUNCIL

BILSTON COLLEGE OF FURTHER EDUCATION

Westfield Road, Bilston, Wolverhampton

Telephone: 42871 2/3

Principal: J. Inch B.A.(Hons.), F.C.S., F.R.G.S.

LIBRARIAN

An experienced qualified Librarian is require dto fill the post of College Librarian. The post carries responsibility both for a library of 30,000 volumes and for the oversight of the college's resource advisory service.

The salary scale is £4,101 to £5,?08.

Further details can be obtained from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement.

Ancillary Services

DORSET

ST. ANTONY'S-LEWESTON SCHOOL

Sherborne, Dorset

One or two Lady Assistants required in September to share residential duties in Girls' Boarding School (ages 11 to 18). Knowledge of nursing not essential, car owners an advantage.

Apply to Headmistress with names of referees.

Miscellaneous

TEACHERS

SUMMER VACATION WORK

Part-time sales positions with flexible hours and excellent earnings potential. If you can impress us with your integrity, personality and background, we believe we can offer you a rewarding and challenging part-time sales position. Our company, the number one in its field, is an international publishing company marketing outstanding products acclaimed by educators throughout the country. No previous experience necessary as we offer a thorough basic training.

Opportunities available in Bristol, Birmingham, Edinburgh, Liverpool, London and Manchester. Local interviews will be arranged.

Please write in first instance to, and include telephone number, Mr. P. Finnegan, World Book-Childcraft International Inc., Canterbury House, Sydenham Road, Croydon, Surrey, CR9 2LR.

HARROW

EDUCATION COMMITTEE

Required for September, a full-time peripatetic CELLO TEACHER (Scale 1) to give group instruction and coaching mainly in Middle Schools, but also in High Schools throughout the borough. Ability to teach Double Bass would be a great advantage. The successful candidate will join a highly successful team of teachers responsible to the Music Adviser and would be expected to take a keen interest in instrumental music in the borough, particularly in the Music School, and eventually to join other members of staff in giving recitals in schools.

A casual car allowance is payable.

Application forms from (and to be returned to) the Education Department, P.O. Box 22, Civic Centre, Harrow, Middlesex, by 7th August 1978. (Please enclose stamped addressed envelope.)

Export Administration

£3,400 plus bonus

Penguin Books sell over two-fifths of their books overseas and with a quality list of over 5000 titles we need intelligent people to help liaise with overseas representatives and agents.

We have a vacancy at our Head Office near Heathrow Airport for an Export Administration Officer to be our link with many overseas areas. The job is intended to provide efficient administrative support to staff in the field and their customers, as well as monitoring sales returns, forecasting, progress-chasing, etc. It would suit someone who has had a few years in administration. An ability to write good lucid letters is essential, while useful experience would include freight or shipping, or perhaps teaching as many of our overseas sales are to educational bodies.

As well as a twice-yearly bonus we offer a subsidised canteen and FREE coach transport from Hounslow, Uxbridge and West London (stops at Notting Hill, Earl's Court, Hammersmith and Chiswick). That can save you up to £300 per annum of pre-tax income alone!

Just 'phone Jean Gibbons on 01-759 5722 for an application form and she will send you one by return.

PENGUIN BOOKS LIMITED

METROPOLITAN BOROUGH OF TRAFFORD

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

(SOULBURY SCALE £7,377-£7,875)

required for an area of Trafford. In addition to general duties for that area successful applicant may be required to undertake some specialist duties for the whole of the Borough. Applicants must have a degree in psychology, have completed a post graduate course in educational psychology and have not less than 2 years' experience as a qualified teacher. Experience as a practising psychologist would be advantageous.

Commencing salary according to age, experience and qualifications.

Previous applications will be reconsidered.

Application forms and further information from the Chief Education Officer, Town Hall, Sale M33 1ZF (Tel.: 061-973 2253, ext. 269), to whom completed forms should be returned by 25th August.

BBC RADIO HUMBERSIDE

EDUCATION PRODUCER

(£5,000-£6,500 p.a.)

Responsible for the educational elements in the station's output and for initiating, devising and producing programmes which cater for the educational needs of the community as a whole. Significant educational experience is necessary, as well as a good microphone voice and possession of a current driving licence. A knowledge of audio work and a knowledge of the Hull area are desirable.

**Telephone or write immediately, enclosing addressed envelope, for application form quoting reference 78.G.1443TES, to Appointments Department, BBC, London W1A 1AA.
Tel: 01-580 4468, Ext. 4619.**

BBC

PITMAN PUBLISHING LIMITED

Editor: Art and Craft

The Pitman list of art and craft titles is one of the best in the world. We need a sponsoring editor to maintain and develop our growing reputation as originators of top-quality art instruction books and works for the serious practising craftsman.

Such an editor should have had considerable commissioning experience in this field, and be fully conversant with all stages of the production of first-class illustrated books. A car is provided, and the right candidate can expect a salary commensurate with the high responsibility of the post.

Interested applicants should send full career details to:—

**Mrs. Aileen Johnson
Personnel & Administration Manager
Pitman Publishing Ltd
39 Parker Street
London
WC2B 5PB**

WILLESDEN COLLEGE OF TECHNOLOGY

TYPING POOL SUPERVISOR AP3

(£3,732 to £4,146 plus £285 London Weighting)

A good typist is required as the working supervisor of a busy combined typing pool and reprographic section (six staff).

35-hour week, with 3.45 finish on Fridays.

Job description and application form available from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 8th August.

Telephone 01-903 0371 (24-hour Ansafone service).

Reference number E/5/D must be quoted.

LONDON BOROUGH OF BRENT

**IS YOUR EDUCATION AND ENERGY BEING PUT TO FULL USE?
ARE YOU EARNING ENOUGH?
DO YOU HAVE JOB SATISFACTION?
ARE YOU UNCERTAIN ABOUT YOUR FUTURE?**

As part of their new major development programme within the United Kingdom, the

SUN LIFE ASSURANCE COMPANY OF CANADA

has a number of openings in their full-time salaried, pensionable Field Force.

We are particularly interested in the LIVERPOOL and MANCHESTER areas of England.

Applicants (Men/Women) should be aged between 25/40 and have had a good education, are smart and possess a positive personality.

A first-class, financial training will be given together with the opportunity to earn a high level of salary.

Please reply giving curriculum vitae in writing to

**Philip T. English, B.Sc., Dp.Th.,
Development Adviser,
2, 3 & 4 Cockspur Street,
London SW1Y 5BH,
or ring for appointment
051-236 9117
(for LIVERPOOL and MANCHESTER areas)**

MISCELLANEOUS Appointments continued

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for September 1978:

FULL-TIME PERCUSSION TEACHER (Peripatetic).

Required to teach in both Primary and Secondary schools throughout the borough. In addition to a teaching programme the successful candidate would be part of a team which gives regular concerts in schools. Ability to teach/play another instrument of a different family would be an advantage.

Application forms obtainable on receipt of a S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date: 9th August, 1978.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for September 1978:

FULL-TIME CELLO TEACHER (Peripatetic) is required to teach in both Primary and Secondary schools throughout the borough. In addition to a teaching programme the successful candidates would be part of a team which gives regular concerts in schools.

Application forms obtainable on receipt of a S.A.E. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date: 9th August, 1978.

BRENT
(London Borough of)
EDUCATION COMMITTEE
INSTRUMENTAL MUSIC TEACHING SERVICE

Required from September, qualified TEACHER of GUITAR (Scale 1) to join a large team of instrumental staff teaching in Primary and Secondary Schools. Essential car users allowance available. London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Forms of application (S.A.E.) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable within 10 days.

LONDON NW5

MEDIA DEPARTMENT ORGANISER/WORKER Inter-Action's Community Resource Division, based in Kentish Town, North London, requires a second worker (Video specialist). Duties include being responsible for all aspects of the equipment, from costing to repairs; internal and external bookings; video and film library; Inter-Action programmes and all project work. A good job for someone who knows video equipment and can make general repairs and who is interested in video as a tool for community involvement.

For further details ring Andi Stamp at (01) 485 0881.

LONDON

TEACHER wanted in London to help working parents (university teachers) to look after Katie (7) and Helen (5), both at school. Car driver preferred. Full-time job. Salary and own self-contained flat.

Please phone (reversing charges), Mrs Barron, 01-485 6921.

DEVELOPMENT EDUCATION OFFICER FOR YOUTH in Greater Manchester. This post, initially for one year commencing Autumn 1978, involves organising courses of seminars for 6th forms on "Britain and the Third World". It also involves helping to set up a Development Education Resource Centre with mobile exhibitions of teaching material. Salary in range £3,000-£3,500 + expenses. Details from the United Nations Association, Beech Tree, Holly Road, Wilmslow, Cheshire.

LECTURER opening small independent Business College with English language option South coast late 1978 invites participation from lecturers/administrators seeking new challenge. These positions will be on "profit sharing" basis in first instance. Details please to Box TES 3419, The Times, WC1X 8EZ.

Outdoor Education

BIRMINGHAM

Sports Council sponsored SPORTS COACH for Community Project in Inner Area.

Facilities: Multi-purpose sports area, adventure play area and sports hall. The project runs a nursery, school and adventure playground.

Duties: to promote maximum use of facilities, organise games, co-ordinate leagues, competitions—Physical Education both formal and informal for the benefit of the community.

Training and experience essential. Salary scale similar to local authority.

Forms and details from Secretary, St. Paul's Project, 120 St. Paul's Road, Birmingham 12.

DORSET

POOLE AND DORSET ADVENTURE CENTRE

Hercules Road, Hamworthy, Poole. Requires as soon as possible temporary and permanent INSTRUCTORS. An exciting and challenging job. Must be over 20. Qualifications important but experience considered.

WALES

SNOWDONIA SCHOOL OF ADVENTURE

Guidance activities for all ages in magnificent surroundings: Sailing, Pony Trekking, Rock Climbing, Canoeing, Deep Sea Fishing, Survival, Wildlife, Expedition Tours.

Brochure from: Snowdonia School of Adventure, Barmouth, Gwynedd LL42 1DX. Tel. Barmouth (0341) 280494.

EXCITING educational adventure weeks in Brecon Beacons. Canoeing, sailing, pony trekking, rock climbing, caving, field studies, walking and much more.—Contact Minerva Outdoor Ventures, Crown House, London Road, High Wycombe, Bucks 0494 446393.

English as a Foreign Language

BEDFORDSHIRE
EDUCATION SERVICE
PORTWAY CENTRE

Chester Road, Bedford MK40 4HL. Required from September, 1978, SCALE 2 TEACHER, with qualifications and experience in E.F.S.L., for this Language Centre, which caters for non-English-speaking pupils in the eight to 13 year age range.

A lively, flexible teacher, who is capable of teaching E.S.L., other subjects and some games is needed.

Please send in applications before August 4th, 1978, to Mrs P. Joyeux at the above address.

DORSET

KING'S SCHOOL OF ENGLISH
Bournemouth

K.S.E. is now recruiting E.F.L. TEACHERS for a period from the beginning of September up till Christmas. Applicants should be GRADUATES and/or certified TEACHERS and must have relevant TEFL qualifications and/or TEFL experience.

For further details, please write stating age, experience and references to:—The Deputy Director of Studies, King's School of English, 58 Braidley Road, Bournemouth, BH2 6LD.

ESSEX

CONFORD COLLEGE

Required, Qualified E.S.L. (E.F.L.) TEACHERS during August and September.

Please write or telephone: Conford College, Conford, Colchester, Essex. Colchester 210341.

LONDON

T.E.F.L. Wanted, TEACHER for 14-day course, by school for foreign business executives. The course begins August 11. Possible further teaching available.

Telephone: 01-235 3086.

REDBRIDGE
(London Borough of)
LANGUAGE SERVICE OF THE AUTHORITY
ENGLISH FOR ETHNIC MINORITY PUPILS—Scale 1

Required for September, or January, full-time or part-time TEACHERS of ENGLISH as a SECOND LANGUAGE, to teach children in secondary schools. The Language Service consists of a team of teachers who are placed in schools on an annual basis to teach English to ethnic minority pupils.

Some pupils have intensive help in the Authority's Language Centre which members of the Language Service can use as a resource base.

There are currently vacancies at several schools including Chadwell Heath High, Mayfield High, Seven Kings High and Wanstead High.

Candidates preferably should have successfully completed their probationary period and experience of this type of work would be an advantage. Candidates who wish to be considered for part-time work should state the number of hours for which they are available.

Application forms from and returnable to J. E. Fordham, B.A., Chief Education Officer, London Borough of Redbridge, Education Offices, 255/259 High Road, Ilford, Essex IG1 1NN. Closing date: 11th August, 1978.

SOUTH COAST

DIRECTOR of STUDIES required to start in August/September, 1978, for 3-school organisation on south coast. Applicants should be at least 25, with an honours degree, a T.E.F.L. diploma and substantial experience of teaching by Direct Method. Background in economics, sciences or technology an advantage.

Responsible and rewarding post with expanding company.

Please apply with full curriculum vitae to Box TES 3436, The Times WC1X 8EZ.

TRAINED AND EXPERIENCED (R.S.A. or I.H.) E.F.L. teachers wanted by recognised school in London. Please send curriculum vitae or telephone for application form: Academy International, 227 Kensington High Street, W.8. Tel.: 01-937 6229/6682.

25% COMMISSION offered to teachers and others who can introduce students and groups. We are open throughout the year and can offer all grades from Beginners to Advanced.—Please contact the Principal, School of Advanced English, 30 Vale Square, Ramsgate, England. Telephone 0843 580610/581192. Telex 96118 CANUK G.

Appointments Wanted

ITALIAN GRADUATE wishes to teach Italian to Secondary and degree level. Starting Sept./Oct. Marina Vella, c/o 224 Shaftesbury Ave., WC2. 836 2867. 1456. 10-6.

LL.B., M.A. seeks post (prep. school preferred but anything considered) prior to teacher training 1979. Experienced games and outdoor pursuits. Can offer most General Subjects. Write Box TES 3435, The Times, WC1X 8EZ.

MALE (51) Teacher of Piano (L.R.A.M., A.R.C.M., L.T.C.L.) and Organist, also offering Engineering Drawing (20 years Industrial Experience). Available from September. A. Wicker, 15 Liddington Street, Swindon, Wilts.

Educational Courses

AUTUMN COURSES IN THE LAKE DISTRICT

FIELD-PARTY LEADERSHIP
September 28th-October 1st, 1978
MOUNTAIN WALKING
November 2nd-5th, 1978

Courses for teachers and youth leaders intending to take young people into wild areas for field-studies or mountain walking.

Full details from: Youth and Schools Liaison Officer (Dept. T.E.S.), National Park Centre, Brockhole, Windermere, Cumbria LA23 1LJ. Tel. Windermere 3467.

E.F.L. TEACHER TRAINING COURSE

6 hours day, 7th-25th August
£100

Marble Arch Intensive English,
21 Star Street, W.2.
Tel.: 01-402 9273.

LONDON

THE LEARNING DISABILITY CENTRE

The Royal Association for Disability and Rehabilitation offers One-year Part-time Course in READING and LANGUAGE DIFFICULTIES commencing in September, 1978.

The course is designed for qualified teachers working in schools, colleges of further education, in Adult Literacy Schemes and will consist of 60 weekly full-day sessions. It is essentially practically orientated, much time being devoted to observation and supervised practical work. Twenty vacancies are available.

Course Fees: £150.

Applications, together with curriculum vitae and names of two referees, should be submitted by 21st August, 1978, to: The Director, Learning Disability Centre, 1 Park Square East, London NW1 4LH (Tel.: 01-486 3111) from whom further details are available.

T.E.F.L. COURSES

Linguarama Ltd will be holding courses in the TEACHING OF ENGLISH as a FOREIGN LANGUAGE:

(1) One week residential courses at Rutherford College, University of Kent, Canterbury, commencing Saturday, July 1st, Saturday, July 8th, Monday, August 14th, Sunday, August 20th, Sunday, August 27th, 1978.

(2) One week residential courses at Matlock College of Education commencing each Monday, July 17th, July 24th, July 31st, August 7th, August 14th, August 21st, 1978.

Fees for the Summer Courses are £105.00 plus 8 per cent VAT.

Candidates should possess a university degree or Teaching Certificate (or similar qualification).

A number of teaching appointments in Portugal, Spain, Germany, Finland, Japan, Finland, Brazil and Italy will be available for successful trainees for the academic year 1978-79.

Courses are conducted by Direct Method experts. Fees include instruction and teaching material, private room and all meals as well as the use of recreational facilities.

For further information please write to Linguarama Ltd., 53 Pall Mall, London S.W.1, Staff Manager, Teaching Dept.

INTENSIVE FRENCH COURSES

Linguarama Ltd. will be holding two one-week intensive French courses from 6-13th August (Canterbury) and 13-20th August (Canterbury). This course is ideally suited for people who have learned French at school and retained a smattering and who now wish to give it an intensive brush-up. Instruction will be completely in French, in the direct method, the teacher being a French national. Books and other teaching materials will be provided as well as full board and accommodation in private rooms.

Cost—£98.00 plus V.A.T.

All inquiries/applications to Mrs. Stella Kenway, Linguarama Ltd., 53 Pall Mall, London, S.W.1.

YOUNG TEACHERS of ENGLISH required for 1978/1979 course starting October; Spanish essential; curriculum vitae—Aviles School, Lopez Ocana No. 9, Aviles, Asturias, Spain. Tel.: 56 47 87.

EDUCATIONAL TECHNOLOGY

A New Management Role

The British Museum (Natural History) is currently introducing a new exhibition scheme, designed to present an integrated view of modern biology and to promote the Museum as a place of enjoyment as well as of information. The newly-formed Education Group will co-ordinate the education and educational technology work of the Museum. Comprising a staff of 12, it will advise exhibition staff on the aims and objectives of exhibitions and on the structure and presentation of material. As Head, you will direct the Group's development and will be responsible for ensuring that at every stage the Museum's exhibition schemes achieve optimum quality and effectiveness from an educational point of view. In addition, you will be required to devise and apply new methods of research into the success of displays.

You should have an appropriate scientific background, preferably an honours degree, and substantial management experience. You should also have experience of one or more of the following: research on educational technology and the processes of learning; the development of instructional materials; curriculum design; devising evaluation programmes.

Appointment as Principal Scientific Officer (£7075-£8825) with starting salary according to qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 18 August, 1978) write to: Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: S(E)677/3.

BRITISH MUSEUM (NATURAL HISTORY)

Personal

Announcements

A PRIVATE ADVANCE

£25 UPWARDS arranged without security or delay

CAMPBELL & ROBSON LTD
107 Jermyn Street, London, S.W.1.
Write, call or phone 01-839 5766.

FOR LOANS AND MORTGAGES

Contact
THE PROFESSIONAL BROKERS
PEACHEY & RICHARDS LTD.
for Mortgages up to £25,000.
Bank loans for any purpose.
58 Corn Street, Bristol
Telephone: 294867/8
and at Plymouth and Exeter
Directors: R. B. Peachey
M.Sc (Econ.) A.C.I.B., F.B.S
I. D. Richards

IMMEDIATE ADVANCES

£50 to £10,000
No security needed
REGIONAL TRUST LTD.
8 Clifford Street, New Bond Street, London, W.1
Phone: 01-734 5983; 01-734 2914

MORTGAGES

Up to 100 per cent with Endowment Assurance, topping-up: 90 per cent loans up to 2½ times basic salary plus 1½ times wife's income. No fees. Also additional finance on properties already owned.

J. WOODROFFE STACEY AND CO. LTD.
40-43 Fleet Street, London EC4Y 1BT. Tel.: 01-353 4160

MORTGAGES UP TO 100%

For Teachers and other professional persons. Also remortgages available for home improvements, etc. Please telephone or send full details to: H. O. Cheeseman & Associates Limited, 108 Stafford Road, Wallington, Surrey. Tel.: 01-669 0207/9.

PERSONAL LOANS

(Established 1934)
J. LESTER LTD.
Room 10-11
4 St. Ann's Square
Manchester M2 7HP
061-834 8740

POSTALOANS UNSECURED

£50 to £1,500
RICHMOND INVESTMENTS LIMITED
4 The Green, Richmond, Surrey
Tel. 01-940 9835/2929
Established 1934

SALARIED PERSONS POSTAL LOANS LTD.

Advance £10 upwards, same day.
175 Regent St., W.1. 734 3519.

UNSECURED LOANS TO SALARIED TEACHERS

£50 to £1,500
RICHMOND INVESTMENTS LTD.,
4 The Green, Richmond, Surrey.
01-940 9835/2929. Est. 1934.

COSTUME HIRE for Gilbert and Sullivan Operettas. — Star Costumes, 78 Elms Rd., Clapham, London SW4 9EW. 01-622 6101.

FARE DEALS for Students and Teachers with the student-owned travel service.—London Student Travel, 117 Euston Road, London N.W.1. 01-388 7051.

MAXIMUM MORTGAGES for Teachers. Planning ahead schemes. Remortgages, "top-ups", secured and personal loans. Phone 01-346 4683 or write: Martin Hassock Ltd., Freepost, London NW4 1YD.

PART-TIME AGENTS required at home and abroad. Lucrative opportunity to work with an established Educational organisation. Commission only.—Write Box TES 3186, The Times, WC1X 8EZ.

T-SHIRTS and sweat shirts printed for your school, college, club.—Send stamped addressed envelope to D. M. Prints, Queen Street, Arundel, West Sussex BN18 9JG. Telephone: 0903 882340.

WRITE and sell Children's Stories. Mail tuition. Sales assistance. Free booklet.—Children's Features (TES), 67 Bridge Street, Manchester M3 3BQ.

DIRECTOR OF STUDIES

REQUIRED SEPTEMBER

for school for overseas students (to 'O' level)

Pref. resident. Start at £3,750

Full printed details and form from

Spyway International School

Langton Matravers, Swanage, DORSET

Tel. 092-92-2185

ACADEMIC DIRECTOR

required for the

LANGUAGE TUITION CENTRE SCHOOL OF ENGLISH

**26-32 Oxford Street,
London W1A 4DY**

Applications are invited from graduates with a recognised T.E.F.L. qualification, substantial E.F.L. teaching experience and at least 2 years' service as Principal or Director of Studies of a School in the same field.

The successful applicant's primary (but not only) responsibility will be the dynamic and effective leadership of a team of more than 30 full time professional E.F.L. teachers, and day-to-day concern with all matters affecting academic standards.

Salary £10,000 p.a. (Burnham Superannuation or Company's private Pension Scheme).

Full particulars from G. W. Compton (Joint Managing Director) to whom applications (in writing only) should be submitted not later than 28th August, 1978.

Exhibitions

BRITISH MUSEUM. Heraldry (jointly with Br. Library) until 27 August. A Dream of Fair Women (Japanese paintings and prints of the Ukiyoe School). Until 17 Sept. Wkdys. 10-5. Suns. 2.30-6. Adm. free.

TATE GALLERY, Millbank, S.W.1. THE HENRY MOORE GIFT. To mark the sculptor's gift to the nation of 36 sculptures. Adm. free. THE DRAWINGS OF HENRY MOORE. Adm. 30p. Wkdys. 10.00-6.00; Suns. 2.00-6.00. Lecture and film programme.—For recorded information ring 01-821 7128.

Entertainments

ARTS THEATRE, 836 3334, off Leicester Sq., Tom Stoppard's "Dirty Linen", Mon-Thurs., 8.30. Fri-Sat., 7 and 9.15. "The happiest 85 mins. in the West End." Own emergency power.

For Sale and Wanted and Postal Shopping

CARPETS FURNITURE FABRICS

15 to 33 per cent DISCOUNT. Visit our huge and well-stocked showrooms—most leading brands—expert assistance. Carpets—Axminsters, Wilton and Tufted with full manufacturers' guarantees and fitting service most areas. Furniture and fabrics on show London only—ask your branch manager for quotation for all branded goods. Free delivery U.K. Brochure from Dept. TES

DODSON BULL LTD.
Barbican Furnishing Centre
(opp. Barbican Tube Station)
100 Aldersgate Street EC2Y 8AE
Telephone: 01-628 7020

Aberdeen: 11 Exchange Street AB1 2NH. Tel. 84655/6. Birmingham: 164 Edmund Street B3 2HB. Tel. 021-236 8862. Bournemouth: 268 Old Christchurch Road BH1 1PH. Tel. 21248. Brighton: 2-5 North Road BN1 1YA. Tel. 66402. Bristol: 2-3 Royal London House, Queen Charlotte Street BS1 4EX. Tel. 28807. Exeter: 187 Fore Street EX4 3AT. Tel. 32019. Falmouth: 35 Killigrew Street TR11 3PW. Tel. 313655. Glasgow: 166 Howard Street G1 4HA. Tel. 041-221 5278. Leeds: 12 Great George Street LS1 3DW. Tel. 41481. Manchester: 55-61 Lever Street M1 1DE. Tel 061-236 3687/8/9. Newcastle upon Tyne: 90-92 Pilgrim Street NE1 6SG. Tel. 20331/21428. Westcliff-on-Sea: 495 London Road SS0 9LG. Tel. Southend 46569.

DIARIES

for the Educational Year 1978-1979
Prices, including VAT:

Week-to-view Desk Diary	£1.60
Page-a-day Desk Diary	£3.00
Planner Diary* (in wallet)	60p
Wall Diary* (37½" x 15")	20p

(*International Diaries—Multilingual)

Orders under £5 kindly add 40p postage, etc. Min. order £2 please. Pirongs Limited, Newton Abbot, Devon TQ12 5NA.
Tel. N. Abbot (0626) 2658

SAVE UP TO 45% ON RECOMMENDED RETAIL PRICES

Send today for free brochure listing the very favourable discounts on almost anything including brand name products of famous manufacturers. All goods are brand new and fully guaranteed. Delivery arranged anywhere in the U.K. Buy with confidence from U.K.'s leading discount house.

Electrical Appliances, Refrigerators, Deep Freezers, Washing Machines, Cleaners, Razors, Spin Driers	up to 40%
All Photographic Equipment	up to 40%
Carpets	up to 50%
Beds and Furniture	up to 45%
Cutlery and Venetian Blinds	20%
All Radio, Hi-Fi Equipment, etc.	20% to 40%
Clocks and Watches	40%
Mowers	up to 25%
Sewing Machines	up to 25%
Cycles	17%
Gas Appliances	up to 15%
Prams and Pushchairs	20%

Send for free brochure today or call or 'phone
READING WAREHOUSES LTD.
Dept. TES, New Road, Tadley
Basingstoke, Hants
Telephone: Tadley 4188

FOR SALE. Contents of Independent School: Equipment, textbooks, portable stage, etc, movable classroom building, catering equipment. Phone 0270 68191.

OUT OF PRINT Book Service, 17 Fairwater Grove East, Cardiff. Send S.A.E. for details.

UP TO 33 PER CENT DISCOUNT on CARPETS. All leading makes of Axminsters, Wiltons, Orientals, etc., showrooms with stocks and fitting service to most towns. Apply to us for introduction to nearest showroom or send details for quotations. Free delivery.—Cordover Carpets, 87 Cross Green, Formby, near Liverpool. Telephone Formby 74839.

Holidays and Accommodation

ATTENTION GROUP ORGANIZERS

HARROW HOUSE
STUDY, SPORTS AND RECREATIONAL CENTRE

New, luxurious five-acre residential centre open throughout the year. Facilities include class/lecture rooms, gymnasium, tennis, sports fields, cinema/theatre, Bistro-restaurant, 1,200 sq. metre covered multi-sports hall.

Inspection Visits Welcome
Harrow House, Harrow Drive
Swanage, Dorset
Telephone 4421

MAGIC BUS

Regular departures to: Amsterdam, £14; Paris, £11; Athens, £30; Geneva, £20; Turin, £21; Genoa, £22; Venice, £25; Milan, £21; Bologna, £22; Florence, £25; Rome, £26; Lyon, £19; S. France, £28; Barcelona, £28; Valencia, £35; Alicante, £36; Morocco, £50; Istanbul, £42; Tehran, £62; Kabul, £75, Delhi, £87.

MAGIC BUS
"BEACHQUEST"

The different camping tour, 3 weeks and 7 countries just £100, depart 29/7/78.

MAGIC BUS
66 Shaftesbury Avenue,
London, W.1
01-439 8471/8

ARCHAEOLOGY IN ISRAEL this summer. Volunteers needed at Natufian/Old Testament/Roman sites. For details send s.a.e. to Project 67 (TE), 21 Little Russell St., London, W.C.1. (01) 242 4024

ATHENS £25 by coach. Other European cities. Reductions for groups.—01-485 6078.

EAST DEVON village near Blackdowns, 15 miles sea. Self-contained family holiday accommodation, kitchen/sitting room, two bedrooms, sleep 4/5. Tel.: Kentisbeare 439.

IT'S not too late to paint, etch, dye and pottery on a Hebridean craft holiday. Vacancies July to September. Brochure—Group 7, Mornish, Mull, Scotland. Telephone number 06884 211.

KINGSWEAR, DEVON. Cottage for 4. Magnificent views of River Dart. Access by 70 steps. Available from 19th August., incl. Regatta.—Kingswear 443.

PAINTING Holidays for All: in Dorset; June-Sept. Brochure: The Old School House, East Stour, near Gillingham, Dorset. (Tel.: East Stour 887.)

Home Exchange Holidays

EXCHANGE Bungalow/Semi, Shaw, Lancs., 2 beds., Gas C.H., garage, room for extension, rock garden, 1 years old, for 2/3 beds. semi or house London/suburbs. 30/50 miles radius. Private.—Write Box TES 3432, The Times, WC1X 8EZ.

EXCHANGE Semi. 1914, Manchester conservation park area, 3 plus 2 beds., full Gas C.H., gardens front and rear, spacious cellars, good investment property, convenient bus routes. Private, for semi or bungalow in London or suburbs, 30/50 miles radius. Write Box TES 3431, The Times, WC1X 8EZ.

Partnerships

WE are looking for a person with resources with a view to entering into partnership in creating an English Language School for foreign students. Previous experience in this field is not essential, but we would prefer somebody willing to become actively involved in the organization and running of the establishment.—Write Box TES 3427, The Times, WC1X 8EZ.

Properties for Sale and Wanted

FOR SALE.—Leasehold on seafront property, Kent coast, equipped and run as language school. Terms available. — Telephone: Canterbury 62265.

WINDSOR SCHOOL AND SCHOOL HOUSE close to town and M4. Total floor area 4,400 sq. ft. approx. Site area of just over ¼ acre. Suitable for occupation, conversion or re-development. Freehold. For sale by private treaty now or by auction later. Hamnett Raffety, 30 High Street, High Wycombe. Tel: (0494) 21234 (Ref: RC/SAL).

DIRECTOR OF STUDIES

Newnham Language Centre wishes to appoint a Director of Studies from 30 August 1978 or as soon as possible thereafter.

Applicants should have a degree together with a PGCE or RSA Certificate in TEFL and wide teaching experience in TEFL, preferably in independent schools in the UK or overseas.

Evidence of ability to collaborate in designing specialist courses in EFL (for doctors, engineers, businessmen, etc) will be a decided advantage.

The Director of Studies will have overall responsibility for the organisation of teaching and learning materials, syllabuses and timetables, and will assist the Principal in course development.

The initial salary will be £4,500-£5,000, dependent on qualifications and experience, on an incremental scale rising to £6,000 plus. Regular salary reviews. Six weeks holiday per annum.

Please write with Curriculum Vitae, together with names and addresses of three referees to: Michael A. Short, B.A., Dip. Ed. The Principal, Newnham Language Centre, 8 Grange Road, CAMBRIDGE.

TEACHER OF ENGLISH

as a Foreign Language

£8,400 p.a. Tax Free plus generous gratuity and free accommodation. Please hear about this lucrative bachelor status contract overseas on

01-409 0427

DON'T SPEAK JUST LISTEN

COURSE DIRECTOR

English as a Foreign Language

Applications are invited for the post of Course Director in a recognised EFL school in London.

The appointee will be a capable and experienced teacher with a minimum of 4 years' teaching experience, most of which should be in the teaching of English as a foreign language to adults. Some experience of teacher training would be a considerable advantage.

He or she should preferably also hold a postgraduate qualification in foreign language teaching or applied linguistics. Familiarity with the principles of course design and a sound knowledge of linguistics as applied to language teaching are essential qualifications.

An ability to plan and time-table for upwards of 200 students and a staff of 15-20 teachers will also be vital.

The successful candidate will be sympathetic but effective in the exercise of authority and will be capable of inspiring enthusiasm for the goals of the school.

Salary in the region of £5,500 to £6,000 with excellent conditions and prospects.

Replies with full c.v. in confidence to Box TES 3438, The Times WC1X 8EZ.

United Kingdom Commonwealth Scholarship Commission —Rhodesia

Applications for nomination to the Commonwealth Scholarship Commission for awards to be made in 1979 are now invited.

Any Rhodesian graduate, wherever resident who wishes to apply for one of these scholarships for postgraduate studies in the United Kingdom should write for particulars and application forms to:—

Mr A. W. Qureshi, Room E849, Ministry of Overseas Development, Eland House, Stag Place, London SW1E 5DH; inquiries should be made as early as possible but must arrive NOT LATER THAN OCTOBER 15, 1978.

SUMMER VACATION

July to September

Overnight accommodation in LSE Residences

Individuals/School parties welcome

Enquiries:

Miss Barbara Powrie
London School of Economics
Houghton Street
London WC2 2AE

Telephone:

(01) 405 7686, Ext. 388 or 741
Monday-Friday 9.30 am-5 pm

Radio

Sounds to wake up to

Frances Hill

Chopping up Radio 4's early morning programmes just over a year ago was one of Ian McIntyre's least inspired reforms. The introduction of *Up to the Hour*, with its flatly-presented news, sport, traffic information, weather and the occasional interview, brought a new boredom and dullness to the hours when most of us would much rather still be asleep. *Today* became briefer but not more concise. Earlier (in April 1976) the splitting-up of the programme between London and Manchester scarcely affected the content, while John Timpson's leaving later that year made the style even worse.

Since July 3, *Today* has been back in more or less its old form. It lasts from 6.30 till 8.45, is based wholly in London and is re-joined by John Timpson. The effects are on the whole beneficial. But the obvious moral—when onto a fairly good thing, leave well alone—is underlined by its air of uncertainty. The mixture, prepared as before, takes time to brew. Brian Redhead, called down from Manchester, John Timpson after his two years away and the newly installed Libby Purves are still seeking the easy rapport which makes for smooth presentation. Their would-be light-hearted exchanges between news items tend to sound nervous, coy and unsynchronized and to go on too long, like conversational snippets overheard at the start of a cocktail party.

The unmistakable *Today* team enunciation, with vowels drawn out to astonishing lengths and final s's and t's spat out with a noise as of gunfire seems specially marked at the moment. One particular word ending in "k" had me convinced that the final consonant must be Brian Redhead's last, since tonsils and vocal chords must have all perished together. Happily, I was quickly proved wrong. Libby Purves's mastery of the technique seems complete. Did it come naturally? Or was it acquired with practice? The whole team would do well to tone down their delivery to something a bit nearer English as normally spoken.

Perhaps, too, Libby Purves will moderate her attempts at "little girl" charm. Her description of the pointed Welsh hat she wore to school every morning when six years of age reached a nadir of tweeness. That said, it seems unfair that as a co-presenter of the programme at least as hard-working as her two male colleagues she should not receive equal billing in the *Radio Times*.

On the credit side of *Today*'s presentation, some of the brief, satirical comments following interviews are as sharp and to the point as they ever were. The frighteningly detached-sounding bureaucrat who said that it was very difficult for Merseyside health authority administrators to decide who was to receive life-saving treatment provoked the remark that it sounded as though it was very difficult for the patients too.

Today's interviews range from the fascinating to the unspeakably dreary. This must be almost inevitable. But one fault that could surely be rectified is the tendency to feature several interviewees with basically the same point of view.

Edward Heath's former parliamentary private secretary and Norman Tebbit, Tory MP, both had predictably much the same things to say about Heath's "reconciliation" speech. And all the women who spoke to *Today*'s reporter from the Palladium celebration of the 50th anniversary of female suffrage—Twiggy, the Beverley Sisters, Peggy Mount, Margaret Lockwood—took the same surprisingly naive and ill-informed view of what they called "women's lib". Is every actress in such desperate need of having her consciousness raised?

All the chopping and changing suffered by Radio 4 in the early morning over the past few years has been at least partly due to stiff competition from the commercial stations. In the London area the London Broadcasting Company has been gaining listeners at *Today*'s expense. Without being an *AM* lover, as the car stickers say, one can see why. (*AM, LBC*, 6 to 10 am).

The style is smoothness itself, with never a mumble or stumble from the two male presenters. (And no gunfire either.) Clear detailed information on weather and traffic abounds. There is plenty of stock market news. The ads are fairly amusing.

It is all fast, neat and painless. But it seems aimed almost exclusively at travelling businessmen arriving at airports with moments to spare, leaping into rented cars booked by subservient secretaries and, in brief leisure moments, reading dreadful political thrillers. Surely there must be a limit to the number of listeners wishing to identify with this particular image? One hopes so.

For those who prefer pop music to news in the morning, both Radios 1 and 2 have their drawbacks. Dave Lee Travis, recently and with a great deal of fanfare put in charge of Radio 1's breakfast show, must I suppose have his fans. But his competitions tend to be tedious and he "talks down" to callers. He asked a lady who had already said she was "Mrs" so and so whether she was a "housewife" or a "married woman" or what. She said she was a part-time barmaid. He then asked if she was nine feet tall and like the barmaids in the advertisements. She took it all in excellent part and he finished by saying something like, "Well, as long as you keep the fellas happy."

Radio 2 suffers from Terry Wogan's poor jokes and his endless dedications to "ma, grandma, grandpa, everyone taking their A levels. . .".

The commercial rivals tend to be better.

Cinema

Britain through blinkers

Michael Church on 'Blacks Brittanica'

When is an editorial decision an act of censorship? The question posed earlier this year by the BBC's banning of its own play, *Scum*, and more recently by the events surrounding both BBC and ITV films on Ireland, has this week reared its head in relation to a film made about Britain for the public service broadcasting network in the United States.

Blacks Britannica, now showing at the Scala Cinema in Tottenham Court Road, has created a stalemate between the WGBH Educational Foundation (who want to re-edit it) and its director David Koff (who refuses to countenance any alterations).

Koff's view is clear: his film "...vividly illustrates the black community's understanding of and response to racism in Britain . . . presents an analysis of racism within the context of British history and the postwar crises of the British economy . . . reflects the increasingly militant response within the black community to the continuing attacks upon it, both by organized fascist elements on the streets, and by the state itself". He claims that his film has had "wide popular and critical acclaim". "Rarely has a documentary film become the focus of so much attention in so brief a time and as the result of a handful of private screenings."

"It is only because the film speaks so directly to this moment, on both sides of the Atlantic, when racism and fascism are on the rise, that it has been swept up and made part of the very struggles it describes." He is now prepared to go to law to "protect the public's right to see it" (does he mean his right to show it?).

Having seen the film (admittedly without credits or substitles) I must confess to finding Koff's self-praise a trifle hollow. Far from being the educational tool which he claims it to be, *Blacks Britannica* is the kind of film which requires its audience to be already well-equipped with educational tools. Much of its argument is based on contentious v are shown every month to b creasingly and depressingly the consistently raw deal w blacks get in housing and em ment, the ways in which the tures are annihilated by schola despised by white society whole, the shameful manne which immigration has b handled by politicians of the major parties, the colour pre commonly found among the But to call this film an "... is to do violence to the language.

Blacks Britannica is in a raging polemic in which pra every scene, every interview every shot is made to reinforce thesis that political and econ revolution is both necessary desirable.

The film relies heavily on it well-known pieces of news foo and on some famous scandals. In isolation, some of the in viewees's arguments are as cogen expressed as those in BBC recent series of talks on race re tions, but they are placed here a context of apparently unrelie cynicism about all the institutions of society.

Sometimes a foreign eye can se things to which the indigenous eye is blind, but not in this case. Racial injustice is indeed deep-rooted and widespread and racism itself is thriving, but the multi-racial public's understanding of those matters will not be much increased by a treatment as brutally oversimplified as this.

The really outrageous thing about the current public debate on race relations and immigration is that it is almost always expressed in terms of what "we" should do about "them". It is high time the racial minorities among Her Majesty's subjects spoke for themselves. *Blacks Britannica* has at least tried to rectify the situation: the manner in which it has done it represents a great chance missed.

Over park, over pale

Peter Fanning reviews some end-of-term productions

For anyone who thinks that every tired old cliché was long ago squeezed from every line of Shakespeare's *A Midsummer Night's Dream*, the appearance of "Phibbus Car" in the shape of a beat-up old Morris von was an inspiring breath of anarchy at Pangbourne College in their production at the beginning of this month.

Bottom and his band were a kind of Bill and Ben brigade, while the courtly characters appeared as a band of standard-bearing chessmen; a device which echoed Looking Glass Lane and foresaw the crazy tournaments where lovers joust like paper Quixotes, but which was never properly followed through and proved more than a handful for the actors. Elsewhere zany touches such as Helena's packet of crisps successfully upstaged the central quarrel but proved little more than that anything goes.

But the traditional magic of an outdoor setting, where cattle low somewhere in the twilight fields and a cat chases mice in the woods beyond, makes for traditional fairylands — with Peter Pan Pucks, a fern filled bank and the gentle warbling of an offstage orchestra. The acting itself was clear and efficient, but never completely absorbing.

Sheer pace of delivery led to the suspicion that several articulate metronomes were anxious to catch the last train back to town. But as a production-line look at the Bard, this *Dream* made the grade with room and to spare—even though it did not fully succeed in breathing new life into old dry bones.

More full of flaws but as much fun to watch was Acland Burghley School's Taming of the Shrew. A glorious gouache of cluttered streets and colonades surrounded the arena stage where a fresh-faced Petruchio (simple swain) tussled with a Katherine (played by Jane Brian) whose glittering eyes and scrabbling fury made women's liberation a reality. No marks for guessing who would wear the pants as soon as the play was done. Without the confines of a text where women are bought and sold like secondhand cars, there would have been no doubt as to the winner.

But the farce only well and truly caught fire in the hectic scene where the ravenous Katherine and her meat are violently parted. Elsewhere, like Bianca's crowd of motley, uncertain suitors, there was much uncertain articulation, much shuffling, rambling and half-formed gestures which the pace of the production did not always conceal. Not so the servants: Stephen McGill disproved for ever the theory that Shakespeare's clowns are never funny.

Playing Grumio like a wild Florentine cherub with a neat line in upstaging, he engineered a sharpness and direction in the lines, which made them spontaneous (and funny) together with occasional moments of repose which convinced us that he was not simply wearing fancy dress.

Back in downtown off-offbeat New York, the hunt for Nicely Nicely, the walking garbage can, was up. Bill Craw's Piece of Pie based on Damon Runyon (of *Guys and Dolls* fame), featured a mammoth munching marathon and echoes of *Bugsy Malone*. Fine performances at Raynes Park High School from Derrick Cameron and Robert Hamilton, whose Horsey embodied the comic fatuum of every thirties musical, together with a splendidly offbeat pastiche from an unknown composer made this show a delight. The rest of the cast had a two dimensional innocence, engagingly at variance with their seedy environment.

For sheer homegrown involvement, this *Piece of Pie* showed that Damon Runyon can be a better bet than the Bard.

'London Entertains', a festival of the dancing, singing, playing, clowning, eating and drinking of many cultures, took place from dawn (almost) to dusk last weekend in and around the Covent Garden area. Pearly Kings and Queens pressed handbills into thousands of hands at the opening on Friday on the steps of St Paul's Cathedral—on which occasion the Dean spoke of rejoicing in our differences, and children from schools all over London, dressed in native and adopted costumes, danced and sang while Chinese musicians entertained nearby.

Swash and buckle a plenty

The Three Muskateers is an obvious choice for end of term play; plenty of characters, action, swash and buckle. Latymer Lower School in Chiswick did it reasonably proud. They had plenty of gusto and music and a truly awful jokes department, and cast and audience enjoyed themselves so it could be considered a success. If this is beginning to look like damning with faint praise, it may be because I think the whole thing could have been so much better.

A pleasing time warp device took us back to the reign of Louis XIII: a Latymer schoolboy in detention doing a French translation was offered help by the hot-headed M. D'Artagnan, but he could not do the translation either so the two set off in search of adventure.

The ramifications from then on are innumerable but it ends happily; King and Queen are reconciled, practically everyone is knighted, D'Artagnan gets his girl and the Latymer schoolmaster who set the detention in the first place is paired off with Milady de Winter (an evil woman) and serve him jolly well right.

With a cast of this size any school stage will be crowded, any director will have difficulty in getting good performances from everyone. The least we can expect is audible speech and visible actions which we did not always get.

Frances Farrer

NatFest

Robin Maconie

Surrey County Youth Orchestra is a remarkable band, but its choice of programme for the Saturday evening feature recital of the National Festival of Music for Youth at Croydon (July 15) seemed somewhat over-stretched. A chronological choice leading from Mendelssohn to Gershwin via Brahms's Fourth Symphony and the Rachmaninov Second Piano Concerto (with John Lill as soloist) made sense only if the Brahms were likely to prove too demanding at a later stage, and for that reason, borne out in performance as it happened, the inclusion of such a fearsomely difficult work was ill-advised.

Ernest Monger is an ambitious conductor, and his hopes for the orchestra are well-founded, by and large. The orchestra produces a clean, well-balanced sound, with good string tone, full, warm brass section and fine winds. But a young orchestra, especially a young orchestra, can only do as well as it is directed, and it was evident that Surrey responded with devastating sensitivity to every nuance of their conductor's temperament.

The effect of generally deliberate rather than flowing tempi was a somewhat uncertain alternation of languor and tenseness. In fast moments precision of attack and intonation were exemplary, but often the beat appeared to slacken and the sense of ensemble deteriorated. One would not take so critical a stand were it not for the co of this performance, a festival which sets such high standards of interpretation and conductor-orchestra relationship.

Television

Under the bed?

Tony Howarth

Decision: British Communism. Granada July 25, August 1, August 8 at 10.30 p.m.

According to your political persuasion, or paranoia, the Communist Party of Great Britain is either our local roundsman for the nourishing *milk of* Marxism-Leninism, or it's a foul presence under the bed, or it's a terminal case that has so far taken over 50 years to edge towards inevitable, unmourned oblivion.

After watching *Liberty*, the first in a series of three films together called *Decision: British Communism*, your opinion or prejudice may well remain intact. Who, for example, could be nicer than political committee member and former nun, Irene Brennan—prepared, almost, to fall over backwards to demonstrate that "democratic centralism" is made up of two words? Are there politicians more unpleasantly irresponsible and bleak than Sid French, who seems to believe that Stalin could do no wrong and that the Czechs of '68 had it coming to them? And who's less credible as a big red People's Commissar than General Secretary Gordon McLennan?—well, maybe George Matthews is.

But it's highly unlikely that *Liberty* left you unmoved—either on the Right or on the Left—and that in itself is remarkable since producer Roger Graef's intent is not to persuade you of the rightness or leftness of things political but to show how the Party reached the decision to tread its new "British Road to Socialism", to become, in *the geopolitical* Newspeak of the seventies, "Eurocommunist".

That the Communists, traditionally secretive (and, to some minds, downright furtive) should have opened their doors to a team from Granada is not perhaps as surprising as it may first seem. A party with fewer than 25,000 members, no MPs, and derisory popular support has nothing whatever to lose from nationwide exposure between the dogmeat and deodorant. Only a few branches refused the camera access to their meetings; and they, one assumes, were in the long line of Party "hard-liners" whose conspiratorial love affair with political impotence is one of the more fascinating footnotes of British history this century.

What, then, has Mr Graef done with his unique opportunity? He has produced a chronological sequence of political argument, personality and manoeuvre which is, in my experience, without precedent in television.

In *Liberty* the battle-lines are drawn. The political committee, the Party's top brass, prepares the draft of the "British Road", with its commitment to parliamentary democracy. At an area meeting on Clydeside hard-liners fire their first shots across the PC's bows; and later the horrified Sid French sets up his New Party—a kind of refuge for the Stalinist pure in heart. Subsequently, rentacosmonaut Tereshkova turns up at an Executive Committee meeting of the CPGB, on a courtesy visit with one of the heavy mob from the Soviet Embassy. And at this rarified level, fraternal comrades, a nod from the Kremlin is as good as a tank.

Meanwhile, throughout the length and breadth of the land, branches meet to discuss the draft programme; and at the start of the second film, *Equality*, Bert Ramelson plans the PC's campaign to outflank the hard-liners who have proposed no fewer than 1,000 amendments critical of the "British Road". Here is where the mechanics of power are laid bare. Bert is a born committee-man: his nursery bedtime reading was the CP rule-book. Comrade Renata from Essex leads the charge of the hard-line brigade, but there is only one winner: Comrade Bert defeats her with a creeping barrage of procedures, first at Party HQ and then at the opening of the 1977 Congress, where Renata makes her last stand.

And so to *Fraternity*, in which the Party leaders ram the "British Road" through Congress—and prove that, since politics is a struggle for power, it is essential to break your opponent's back *before* you get in the ring.

While the hard-liners are laid out and counted, the PC deals with another opposition — the "liberal" comrades, who argue that the "Eurocommunist" distance between Moscow and Britain must be seen to be of bargepole length. Here the back-room debate wrangles round a resolution of fraternal greetings to the Soviet Party on the occasion of the sixtieth anniversary of Lenin's power-snatch in Petrograd. Once more the PC brings procedure to bear, and Congress applauds Chairman McGahey's tribute to the CPSU. And then to the "Internationale", a singalong with Gordon McLennan and a pint before the faithful depart—along the "British Road" they have endorsed.

For any layman the three programmes offer a marvellous insight into the management of opinion in a political party, into the techniques of convincing the rank and file that they're getting what they want. For a teacher of politics or recent history they are a must. Mr Graef has no axe to grind; he touts no ideology. He shows how the politics of the real, fleshy world are made, in this case by the comrades of King Street. What are the odds that the democrats of Central Office do it differently? I'd guess that Ladbroke's wouldn't quote you.

Bert Ramelson in one of the behind-the-scenes meetings filmed for 'Decision'.

Theatre and education

Humpty Dumpty and Co

Graham Jones on Cardiff's open air theatre

"Yesterday we were 135 per cent full," said Roger Nott, artistic director of Cardiff's Open Air Theatre; "over the past week we've been over 100 per cent full every performance." With his wife Christine, administrator, Roger Nott has been running the theatre in Cardiff's Roath Park since 1970. With a grant of £500 they set up what has become a regular summer season of plays and shows for children.

"You can bring your family here for the day," Roger Nott enthused. "Have a picnic on the grass, go boating, let the children play on the swings and slides; then, in the afternoon, come to the theatre." This year his company is presenting two shows: *Humpty*, for six- to nine-year-olds; and *The Three Musketeers* for nine- to 12-year-olds. Both shows have been fully booked for some time and extra performances have been laid on to accommodate end-of-term demand from the schools.

Humpty, by William Ingram, was an enjoyable show, well performed and colourful. In no way sentimental, it contained a good deal of wry wit and was full of good characterizations that explored, quite deeply, the motivations and eccentricities of the characters. Humpty himself was a particularly peevish being, now cringing and obeisant, now autocratic and mean: there was little sympathy for him when he "had a great fall".

The Three Musketeers, by Sam Snape, was a rollicking, rumbustious affair, full of physical action, including some evidently well-rehearsed sword-fencing; and again, with strong characterization and not a trace of cloying sentimentality.

Comparing these two shows with two others of a few years ago, *Treasure Island* and *Mutiny*, it can be seen that both the acting and the overall style of presentation has improved greatly. The theatre itself is now more compact with the audience quite close to the action, yet separate enough from it. In short, the company has devised a style of presentation particularly appropriate for open-air performances.

Roger Nott prides himself on creating a company that uses a high percentage of Welsh directors, actors and writers: he says he uses more Welsh directors than any other company in Wales. His future plans involve the creation of two other offshoot groups, one a TIE group for the Mid-Glamorgan Authority, the other a group that would specialize in the presentation of historical dramas.

Many of his ideas for expansion and for broadening the appeal to higher age-groups depend, of course, on the financial welfare of the company; £29,000 from the Arts Council seems quite a substantial sum on paper but with a company of this size (a cast of 12 for example in *The Three Musketeers*) it doesn't go far. Roger Nott thinks the local authorities should give more assistance (£1,500 this year from Cardiff City Council and £500 from the South Glamorgan Authority). Many of the children delighted by this year's shows would, no doubt, agree with him.

Theatre

Traffic of our stage

John James

The Lady's Not for Burning (Prospect at the Old Vic) is a wordy play stuffed with metaphor, written in over-decorated ornate verse. Its second act is an insubstential bubble filled with hot air, full of fine talk signifying nothing. But the first act is fresh and exciting and the third is full of charm and incident. Taken all together they make delightful theatre giving fine opportunities for Prospect's leading actors.

The story is simple. Thomas Mendip, returning from the wars, wants to be hanged; Jennet Jourdemayne, accused as a witch, is loath to burn. They meet in the house of the Mayor of Cool Cleery, a small medieval market town, in "1400 either more or less exactly". They fall in love. All the talk is of living and dying, love and lechery, law and the ordering of life.

Derek Jacobi, wryly melancholy as Mendip, lifts the verse into significance by skilful speech and timing. Eileen Atkins' gift for burrowing into a part and finding truth makes Jennet credible: she speaks the lines as if they had just come into her head. Robert Eddison, giving a masterly performance as the Chaplain, is incarnate goodness and gentleness—exquisitely funny. And Brenda Bruce draws delighted laughter with her no-nonsense, down-to-earth delivery of ordinary sentiments expressed in most extraordinary language.

Ronald Harwood's new play A Family (Theatre Royal, Haymarket) is 1978's equivalent of Dodie Smith's *Dear Octopus* written in 1938. Like that production it has a starry cast and is brilliantly acted. I doubt, however, that it will equal that long and successful run.

The family in question is Jewish. To the father, whose persistent lecturing cows them all, it is "a community of love". To his only son Freddie, whom he sought and found through the vicissitudes of war, it is a prison from which there is no escape even when father dies. There are all the stock types: patriarchal father, malapropist Jewish mother, neurotic daughter and grandchild, failed and successful sons-in-law. The plot is implausible but the acting makes it convincing in the theatre. Paul Scofield is in brilliant form as the haunted son; Irene Handl is unusually steely as the mother; Harry Andrews is authoritative as a father, and Eleanor Bron makes the neurotic daughter endlessly interesting.

The run of L. O. Sloan's Jubilee Minstrels at the Open Space was restricted to six performances; it is, however, scheduled for the Edinburgh Festival Fringe. Described as "an American Documentary Play", it is a naive overblown illustrated lecture on the history of Black and White Minstrels. Badly written, ineptly acted and sung, and not very well danced, it is the kind of show that might pass muster as an end-of-term school production but should never have been considered for West End performance. Why the British Centre of the International Theatre Institute and the admirable DRUM lent it their support I can't think. Nor can I think what the Open Space was doing in bringing the advertised starting-time forward an hour, starting 20 minutes late, and exercising no control over the seating arrangements. West End theatregoers have learned to expect better than this.

At the Chichester Festival Theatre, Jill Bennett and Cathleen Nesbitt lead a revival of The Aspern Papers by Michael Redgrave from Henry James, and Sian Phillips heads a revival of Marivaux's The Inconstant Couple in John Bowen's new version. Both worthy and safe: a pity there are no new plays for such good actors.

Hamlet to Haley

D. G. Valentine in the north

Come July not every school can muster the seasoned troops to give a dramatic send-off to the old school year—to mount even a production as harmless as *The Boy Friend* where the boys can show off their deep voices and all the girls can get a kiss. At Annan Academy, where they know how to sing and where musical comedy runs in the blood, it was left to the third and fourth years mainly to stand up and show just how well this piece could be played, with Fiona Rhodes at 16 making as comely a Polly Browne as anyone could wish.

This was Annan's third production in the year: a good record, but one that paled before the energies displayed at Intake High School, Leeds. Only half the size of Annan but with four productions in one week, surely this school can claim a place in the *Guinness Book of Records*. Certainly, they were making theatre history with the simultaneous presentation—using the same players—of *Hamlet* and *Rosencrantz and Guildernstern are Dead*. The idea for this arose from the opening at the school of a new studio theatre which provided a second performance area—*Hamlet* occupying the main hall in the evenings.

Most of the principals in both plays were final year members of this course, and their training told: listening to the Player King (Keith Winestein) and Guildernstern (Andrew Emmott) was an aural experience on a par with Dylan Thomas reading his own poems: their eloquence only reflecting of course Tom Stoppard's consummate gifts as a wordsmith.

Studio Theatres have in the past induced in me the shudders with their brick walls and black decor, but in Leeds it was the school hall for *Hamlet*, monumental and box like, which after the intimacy of the afternoon's performance, seemed quite unyielding to mood. Even the mature artistry of Peter Sandlas in the name part, as taut as a time-bomb, could not lift this performance above that of just another school play. A presentation in the round might have softened the hard edges and better concentrated the attention.

To each his own way of end-of-term celebration. Was it nostalgia for Argentina that prompted Malcolm Macmillan at Dumfries Academy to blow out the candle of the old year in a gust of Celtic chauvinism? For me, the only Sassenach in the School Hall, Victor Carin's new Scottish translation of A Servant of Two Masters was virtually unintelligible. The plot seemed to consist of a Rugby League-type loose maul indulged in by characters in carnival dress who kept hurling oaths at each other in Serbo-Croat.

But the direction was superbly witty, with Mr Macmillan taking Goldoni at full gallop and achieving with his young company (in four weeks flat) a stunningly vivid piece of theatre.

It was refreshing to go back to Leeds for Kamby Bolongo, Alex Haley's *Roots* put into dramatic form by an almost entirely black cast from Primrose Hill High School. It was Fola Ademoye, an economics student, who first had the idea for the dramatization; she saw the quite exceptional work being done at Primrose Hill and contacted Eric Prince, the drama director there.

Played on a wide apron stage at Leeds Playhouse, there was plenty of room for dance and movement; and how superbly the black teenagers could handle both. Their present background, the seedy city area associated with the modern Ripper, and regular muggings, seemed to have driven them to express *vivacissimo* the bubbling sense of fun and the inborn grace which Haley was to rediscover in Kamby Bolongo, Gambia.

With so much inborn talent around it was difficult to apportion credits other than to say that Joan Williams as Cousin Georgina, alive to her fingertips, made a perfect foil for the quietly academic Haley (Hugh Thompson).